Universitatea Naţională de Ştiinţă şi Tehnologie Politehnica Bucureşti
Facultatea de Electronică, Telecomunicaţii şi
Tehnologia Informaţiei

COURSE DESCRIPTION

1. Program identification information

1.1 Higher education institution	**National University of Science and Technology Politehnica Bucharest**
1.2 Faculty	**Electronics, Telecommunications and Information Technology**
1.3 Department	**Electronic Devices, Circuits and Architectures**
1.4 Domain of studies	Electronic Engineering, Telecommunications and Information Technology
1.5 Cycle of studies	Bachelor/Undergraduate
1.6 Programme of studies	Microelectronics, Optoelectronics and Nanotechnologies

2. Date despre disciplină

2.1 Course name (ro) (en)				Voluntariat 1 Volunteering 1			
2.2 Course Lecturer				NA			
2.3 Instructor for practical activities				NA			
2.4 Year of studies	1	2.5 Semester	1	2.6. Evaluation type	V	2.7 Course regime	F
2.8 Course type		C	2.9 Course code	04.C.01.L.026		2.10 Tipul de notare	Nota

3. Total estimated time (hours per semester for academic activities)

3.1 Number of hours per week	0	Out of which: 3.2 course	0.00	3.3 seminary/laboratory	0
3.4 Total hours in the curricula	0.00	Out of which: 3.5 course	0	3.6 seminary/laboratory	0
Distribution of time:					hours
Study according to the manual, course support, bibliography and hand notes Supplemental documentation (library, electronic access resources, in the field, etc) Preparation for practical activities, homework, essays, portfolios, etc.					8
Tutoring					9
Examinations					2
Other activities (if any):					56

3.7 Total hours of individual study	0.00
3.8 Total hours per semester	0
3.9 Number of ECTS credit points	3

4. Prerequisites (if applicable) (where applicable)

4.1 Curriculum	Not applicable
4.2 Results of learning	Not applicable

5. Necessary conditions for the optimal development of teaching activities (where applicable)

5.1 Course	Not applicable

5.2 Seminary/ Laboratory/Project	Identifying an entity where the volunteering activity will take place.

6. General objective *(Reffering to the teachers' intentions for students and to what the students will be thought during the course. It offers an idea on the position of course in the scientific domain, as well as the role it has for the study programme. The course topics, the justification of including the course in the currcula of the study programme, etc. will be described in a general manner)*

Volunteering is often considered an essential aspect of personal and social growth. Engaging in volunteer activities not only benefits the community, but also has a profound impact on the volunteers themselves, especially on students.

One of the main reasons students get involved in volunteering is to fulfill civic responsibility. As members of a community, students have a duty to contribute positively to improving society. Through volunteering, they actively address social problems and help make the world a better place. This sense of responsibility fosters a greater feeling of belonging and connection to their community and to the world in general.

Volunteering offers students opportunities for personal growth and development. By volunteering they can develop essential life skills such as leadership, teamwork, crisis management/problem solving, and communication. These skills are valuable not only for their future careers but also for their personal lives. In addition, volunteering can increase self-esteem and confidence as volunteers see the tangible impact of their contribution.

Volunteer activities give students the chance to gain real-world experience to complement academic learning. They can apply theoretical knowledge acquired in their studies to practical situations, gaining a broader understanding of issues that interest them. This practical experience can be an advantage when pursuing future career opportunities.

Involvement in volunteering provides students with an excellent platform for networking. They can connect with like-minded people, mentors, and professionals in their field of interest. These connections can lead to valuable insights, internships, or job opportunities in the future. Building networks through volunteering can be essential in shaping their professional pathways.

Volunteering exposes students to diverse perspectives and life experiences they might not encounter in everyday life. This exposure fosters empathy and a deeper understanding of the challenges others face. It encourages them to become more compassionate, aware, and socially engaged people, contributing to a more inclusive and understanding society.

7. Competences *(Proven capacity to use knowledge, aptitudes and personal, social and/or methodological abilities in work or study situations and for personal and proffesional growth. They refflect the empolyers requirements.)*

Specific Competences	Needs analysis: community and social responsibility. The role of non-formal activities in sustainable development. Roles of volunteers and volunteer institutions — case study. Building and leading teams: roles, responsibilities, rules. Effective group communication — role-playing. Problem analysis and solving: stages, analysis techniques, prioritization strategies. Conflict management in real situations by analyzing other projects and their stages. Risk management — case studies, role-playing, risk-matrix analysis. Project management: organization, implementation, evaluation, sustainability — developing micro-projects. Analysis of university governance structures and mechanisms for student representation.
Transversal (General) Competences	Personal management: burnout, mental health, well-being. Recognition and resolution strategies using case studies and problem situations, aligned with the organization's specifics. Measuring impact on the community. Sustainability and follow-up strategies. Conducting impact assessments — case studies.

8. Learning outcomes *(Synthetic descriptions for what a student will be capable of doing or showing at the completion of a course. The learning outcomes reflect the student's acomplishments and to a lesser extent the teachers' intentions. The learning outcomes inform the students of what is expected from them with respect to performance and to obtain the desired grades and ECTS points. They are defined in concise terms, using verbs similar to the examples below and indicate what will be required for evaluation. The learning outcomes will be formulated so that the correlation with the competences defined in section 7 is highlighted.)*

Knowledge	*The result of knowledge aquisition through learning. The knowledge represents the totality of facts, priciples, theories and practices for a given work or study field. They can be theoretical and/or factual.* • Identify the basic elements and characteristics of a community. • Determine the parameters/levels of the individual–community relationship. • Identify problem situations and ways to solve them. • Determine the particularities of a prosperous, viable and dynamic community. • Determine the impact of volunteering activities on the community or cause, considering tangible results such as the number of people helped, improvements made or positive changes achieved. • Carry out a basic analysis of the needs of the volunteering community. • Differentiate potential sources of conflict and perform risk analysis for their occurrence. • Identify the steps for solving a problem. • Differentiate cause–effect analysis, from the perspective of applying alternative solutions. • Develop strategies for effective communication within a community with multiple roles and responsibilities. • Form and analyze the roles of effective teams.

Skills	*The capacity to apply the knowledge and use the know-how for completing tasks and solving problems. The skills are described as being cognitive (requiring the use of logical, intuitive and creative thinking) or practical (implying manual dexterity and the use of methods, materials, tools and intrumentation).* • Community involvement and empathy: develop a broader understanding of community needs and cultivate empathy through active participation in volunteering, ultimately promoting a greater sense of social responsibility. • Communication and teamwork: improve communication and teamwork skills by learning to work effectively with people from different backgrounds and perspectives. • Problem-solving and critical thinking: engage in identifying critical solutions and develop creative problem-solving skills when encountering and addressing real-world community issues. • Leadership and initiative: take on leadership roles in volunteering projects, strengthening leadership and initiative while learning to organize and motivate volunteer teams to achieve common goals. • Interpersonal awareness and self-knowledge: encourage volunteers to reflect on their values and beliefs and on the impact of their actions on others, leading to personal growth, greater self-awareness and a stronger sense of purpose. • Time management: balancing volunteer work with academic commitments teaches students time-management skills, helping them prioritize tasks and meet deadlines efficiently.
Responsability and autonomy	*The student's capacity to autonomously and responsably apply their knowledge and skills.* • Promote social responsibility by engaging in community service projects, such as organizing neighborhood clean-ups, food drives or tutoring sessions for disadvantaged children. • Promote understanding and cultural integration by organizing cultural-exchange events, language courses or intercultural dialogues to foster a more inclusive community. • Select appropriate bibliographic sources and analyze them without disclosing personal data. • Respect principles of social ethics, considering the needs of vulnerable groups and the respect owed to them. • Show receptiveness to new learning contexts. • Collaborate with colleagues and facilitators to identify and solve community problems. • Demonstrate autonomy in organizing the learning context or the problem situation to be solved, analyzing possible risks. • Demonstrate social responsibility through active involvement in social life, with clearly defined ideas. • Promote/contribute innovative solutions to improve quality of social life, considering environmental analysis relevant to the community. • Be aware of the value of one’s contribution in science and technology and identify viable/sustainable solutions to address problems in social and economic life (social responsibility). • Apply principles of professional ethics/deontology when analyzing the social impact of proposed solutions within the community where the volunteering activity is carried out. • Analyze and leverage development opportunities within the community, involving multiple actors (economic, social, family, etc.). • Demonstrate crisis-management skills for risks specific to the activities (time management, collaboration vs. conflict). • Plan events, marketing, fundraising or leadership through practical experience.

9. Teaching techniques *(Student centric techniques will be considered. The means for students to participate in defining their own study path, the identification of eventual fallbacks and the remedial measures that will be adopted in those cases will be described.)*

Teaching methods in volunteering activities may vary depending on the nature of the activity and the audience involved, as well as the specifics of the hosting organization. They can be multiple, including but not limited to the following:

Lectures or presentations: volunteers can be trained through traditional lectures or presentations in which a knowledgeable person conveys information on a specific topic.

Hands-on training: practical, hands-on instruction is effective, especially for tasks requiring specific skills, such as construction, gardening or cooking.

Mentoring and apprenticeship: working in mixed teams pairing experienced volunteers with newcomers, as mentors or apprentices, allows for individual guidance and learning by observation and practice.

Demonstrations: showing a task or skill through demonstrations helps volunteers understand the process before trying it themselves.

Group discussions: group conversations encourage volunteers to share experiences, questions and ideas, promoting peer learning and problem-solving.

Role-playing: useful for scenarios involving interpersonal skills, conflict resolution or crisis management, allowing volunteers to practice and refine responses.

Simulations: simulations can be used to mimic real-life situations, helping volunteers prepare for emergencies, disaster-relief efforts or specific roles.

Interactive workshops: workshops provide an interactive learning environment, including activities, exercises and group participation to reinforce concepts.

E-learning and online modules: in today’s digital era, volunteers can access online courses, webinars and educational modules to gain knowledge and skills remotely.

Field trips and site visits: inviting volunteers to relevant locations or projects allows them to observe and learn in real contexts.

Storytelling: sharing stories and personal experiences can be a powerful way to convey lessons, create empathy and inspire volunteers.

Problem-based learning: volunteers are presented with real-world problems and challenges and work collaboratively to find solutions, promoting critical thinking and problem-solving skills.

Peer teaching: encouraging more experienced volunteers to teach and mentor newcomers, creating a supportive learning community.

Case studies: analyzing real or hypothetical cases and discussing lessons learned can effectively teach problem-solving and decision-making.

Reflection journals: encouraging volunteers to keep journals or blogs to record experiences, thoughts and lessons learned.

10. Contents

Bibliography:

11. Evaluation

Activity type	11.1 Evaluation criteria	11.2 Evaluation methods	11.3 Percentage of final grade
11.4 Course			
11.5 Seminary/laboratory/project	- active participation in the organized activities; - preparation of the volunteering portfolio according to the methodology.	project	100%
11.6 Passing conditions			
Participation in and/or management of at least one project within the volunteering community.			

12. Corroborate the content of the course with the expectations of representatives of employers and representative professional associations in the field of the program, as well as with the current state of knowledge in the scientific field approached and practices in higher education institutions in the European Higher Education Area (EHEA)

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Date	Course lecturer	Instructor(s) for practical activities
25.09.2025	NA	NA

Date of department approval	Head of department
26.09.2025	Prof. Dr. Claudius Dan

Date of approval in the Faculty Council	Dean
26.09.2025	Prof. Dr. Mihnea Udrea