

FIȘA DE VERIFICARE
A ÎNDEPLINIRII STANDARDELOR DE PREZENTARE LA CONCURS
 pentru postul de *lector universitar/șef de lucrări*,

I. Deținerea titlului de doctor/calității de doctorand

- Titlul de doctor (domeniul fundamental *Științe ingineresti*, domeniul de doctorat *Ingineria sistemelor*, Universitatea din Petroșani, perioada octombrie 2019 – septembrie 2024), conform Ordinului ministrului educației nr. 7722/12.12.2024, anexa nr. 25.

II. Îndeplinirea standardelor de ocupare a postului

Nr. crt.	Criterii de evaluare	Indicatori de performanță	Punctaj		Punctaj realizat
			UA*	CA*	
I	ACTIVITATEA DIDACTICĂ	1. Curs (manual) universitar publicat cu ISBN (pentru 20 de pagini)	0,20	0,10	–
		2. Culegere, îndrumar, caiet de seminar etc. publicate cu ISBN (pentru 20 de pagini)	0,12	0,06	–
		3. Activitate didactică în calitate de cadru didactic titular/asociat sau de formator (pentru fiecare an/program de formare)	0,05		0,40
		4. Cursuri, manuale, îndrumare, culegeri de probleme, caiete de seminar, scenarii/exerciții/aplicații practice (pentru 20 de pagini) publicate la o editură recunoscută în domeniul disciplinelor de concurs	0,10	0,05	–
TOTAL CRITERIUL I					0,40
II	CONTRIBUȚIA ȘTIINȚIFICĂ	1. Carte (monografie, tratat) cu ISBN publicată într-o editură din străinătate (pentru 20 de pagini)	0,50	0,25	0,25
		2. Carte (monografie, tratat), cu ISBN, publicată într-o editură din țară (pentru 20 de pagini)	0,15	0,05	0,025
		3. Articol publicat într-o revistă cotate ISI	1,5 x (1+FI*)	1 x (1+FI*)	10,70
		4. Articol publicat într-o revistă indexată în baze de date internaționale	0,50	0,30	–
		5. Articol, studiu publicate într-un volum indexat ISI al unei manifestări științifice internaționale	1	0,5	–

		6. Articol, studiu publicat într-un volum (cu ISSN sau ISBN) al unei manifestări științifice internaționale (sesiune de comunicări, conferință, workshop etc.) cu indexare în BDI	0,25	0,15	0,90	
		7. Citări conform profilului Google Scholar în reviste/volume ale conferințelor cotate ISI și/sau indexate BDI, în cărți cu ISBN (nu se iau în considerare autocitările)	0,10 x număr citări		28,40	
		8. Brevet de invenție	2,00		–	
		9. Premii științifice acordate	de instituții și universități de prestigiu din străinătate		1,50	–
			de Academia Română		1,00	–
			de ME, CNCS		0,50	–
TOTAL CRITERIUL II					40,275	
TOTAL CRITERII I+II					ÎNDEPLINIT (40,675 puncte – minim 6 puncte)	
III	ACTIVITĂȚI PROFESIONALE COMPLEMENTARE	1. Coordonator cercuri științifice studentești	0,04		–	
		2. Organizator de manifestări științifice (pentru fiecare ediție)	internaționale		0,10	0,40
			naționale		0,05	0,60
		3. Moderator conferințe/ sesiuni de comunicări științifice (pentru fiecare ediție)	ale cadrelor didactice		0,10	–
			studentești		0,05	–
		4. Membru în Senat/Consiliul facultății/Consiliul departamentului (pentru fiecare structură)		0,05		–
		5. Membru în colective sau colegii de redacție (pentru fiecare colectiv)		0,05		–
		6. Membru în organisme științifice (pentru fiecare organism)	internaționale		0,10	–
			naționale		0,05	–
		7. Membru în organisme profesionale (pentru fiecare organism)	internaționale		0,10	–
naționale			0,05	–		
8. Referent științific pentru publicații de specialitate, inclusiv volume ale unor manifestări științifice (pentru fiecare publicație/an)		0,10		0,20		
TOTAL CRITERIUL III					1,20	

IV	ACTIVITATEA ÎN ECHIPA DE PROIECT	1. Grant/proiect obținut prin competiție internațională	director/responsabil	6,00	–
			membru echipă de cercetare	2,00	4,00
		2. Grant/proiect obținut prin competiție națională	director/responsabil	3,00	–
			membru echipă de cercetare	1,00	2,00
		3. Alte proiecte/teme de cercetare în domeniu	director/responsabil	1,00	–
			membru echipă de cercetare	0,50	4,50
4. Lucrare de cercetare finalizată prin raport de cercetare				0,10	–
5. Membru în colectivul de elaborare a unui act normativ intern ce reglementează activitatea universitară				0,10	–
TOTAL CRITERIUL IV					10,50
V	PREGĂTIREA DE SPECIALITATE	1. Programe postdoctorale de cercetare avansată		0,20	–
		2. Programe postuniversitare de formare și dezvoltare profesională continuă, de perfecționare		0,10	0,10
		3. Alte diplome și calificări în specialitatea postului		0,10	0,50
TOTAL CRITERIUL V					0,60
VI	TITLURI (GRADE) DIDACTICE ȘI FUNCȚII DE CERCETARE ȘTIINȚIFICĂ	1. Titluri în învățământul preuniversitar	definitivat	0,02	–
			gradul II	0,04	–
			gradul I	0,06	–
		2. Funcții de cercetare științifică	cercetător științific, gradul III	0,20	–
			cercetător științific	0,15	–
			asistent de cercetare	0,10	–
		3. Titluri didactice universitare confirmate prin concurs	lector universitar	0,20	–
asistent universitar	0,10		–		
TOTAL CRITERIUL VI					0
TOTAL GENERAL					52,975

Nr. crt.	Indicatori de performanță	Punctaj		Punctaj realizat
		UA*	CA*	
I. ACTIVITATEA DIDACTICĂ (în ultimii 10 ani)				0,40
1	Curs (manual) universitar publicat cu ISBN (pentru 20 de pagini)	0,20	0,10	–
2	Culegere, îndrumar, caiet de seminar etc. publicate cu ISBN (pentru 20 de pagini)	0,12	0,06	–
3	Activitate didactică în calitate de cadru didactic titular/asociat sau de formator (pentru fiecare an/program de formare)	0,05		0,40
1	Cadru didactic asociat în perioada: 2017/2018, 2018/2019, 2019/2020, 2020/2021, 2021/2022, 2022/2023, 2023/2024, 2024/2025.	8 x 0,05		0,40
4	Cursuri, manuale, îndrumare, culegeri de probleme, caiete de seminar, scenarii/exerciții/ aplicații practice (pentru 20 de pagini) publicate la o editură recunoscută în domeniul disciplinelor de concurs	–	–	–
TOTAL CRITERIUL I				0,4
II. CONTRIBUȚIA ȘTIINȚIFICĂ (în ultimii 10 ani)				40,275
1	Carte (monografie, tratat) cu ISBN publicată într-o editură din străinătate (pentru 20 de pagini)	0,50	0,25	0,25
1	Romana OANCEA, Ilie GLIGOREA, Aurelian RAȚIU, Isabela DRAGOMIR – <i>Cybersecurity</i> , capitol în cartea cu editorii Zoltán Jobbágy – Edina Zsigmond (eds.), <i>Hybrid Warfare Reference Curriculum</i> , Volume I, Compulsory Lectures, publicată University of Public Service, Ludovika University Press, (2024), ISBN 978-963-653-031-0 (print), ISBN 978-963-653-032-7 (ePDF), ISBN 978-963-653-033-4 (ePub), Ludovika University Press, https://webshop.ludovika.hu/en/termek/konyvek/hadtudomany/hybrid-warfare-reference-curriculum-volume-i/	–	0,25	0,25
2	Carte (monografie, tratat), cu ISBN, publicată într-o editură din țară (pentru 20 de pagini)	0,15	0,05	0,025
1	Ilie GLIGOREA – Securitatea infrastructurilor critice din perspectiva tehnologiei informațiilor , capitol în cartea Managementul capabilităților și capabilitatea managerială în cadrul sistemelor de infrastructuri critice, Coordonatori Dorel Badea, Olga Bucovețchi, Dumitru Iancu, Editura Academiei Forțelor Terestre, 2020, ISBN 978-973-153-375-9, pp. 131-142.	–	0,05/2	0,025
3	Articol publicat într-o revistă cotate ISI	1,5 x (1+FI*)	1 x (1+FI*)	10,7
1	Ilie Gligorea , Marius CIOCA, Romana OANCEA, Andra-Teodora GORSKI, Hortensia GORSKI, Tudorache PAUL, <i>Adaptive Learning Using Artificial Intelligence in e-Learning: A Literature Review</i> , Education Sciences 13, no. 12: 1216, 2023, https://doi.org/10.3390/educsci13121216 (IF: 2.5, Q1);	–	1+2,50	2,50

Nr. crt.	Indicatori de performanță	Punctaj		Punctaj realizat
		UA*	CA*	
2	Ilie GLIGOREA , Usman Yaseen MUHAMMAD, Marius CIOCA, Hortensia GORSKI, Romana OANCEA, <i>An Interpretable Framework for an Efficient Analysis of Students' Academic Performance</i> , Sustainability 14, nr 14: 8885., 2022, https://doi.org/10.3390/su14148885 (IF: 3.3, Q2);	–	1+3,30	3,30
3	Paul TUDORACHE, Ghiță BÂRSAN, Zoltán JOBBÁGY, Alin CÎRDEI, Ilie GLIGOREA , <i>An innovative conceptual model for education and training on hybrid warfare</i> , Management & Marketing 18, nr. 3, 234-250, 2023, https://doi.org/10.2478/mmcks-2023-0013 (IF: 1.9, Q3).	–	1+1,90	1,90
4	Articol publicat într-o revistă indexată în baze de date internaționale	0,50	0,30	–
5	Articol, studiu publicate într-un volum indexat ISI al unei manifestări științifice internaționale	1,00	0,50	–
6	Articol, studiu publicate într-un volum (cu ISSN sau ISBN) al unei manifestări științifice internaționale (sesiune de comunicări, conferință, workshop etc.) cu indexare în BDI	0,25	0,15	0,90
1	Hortensia GORSKI, Ilie GLIGOREA , Adrian BRUDAN, Romana OANCEA, <i>Agile project management in the era of digital transformation: exploring emerging trends</i> , International conference Knowledge-Based Organization, vol.30, no.1, 2024, http://dx.doi.org/10.2478/kbo-2024-0087 ;	–	0,15	0,15
2	Andra Teodora GORSKI, Ilie GLIGOREA , Hortensia GORSKI, Romana OANCEA, <i>Navigating the Disruptive Challenges and Opportunities of Digital Transformation in the Labour Market: Upskilling and Reskilling for the Fourth Industrial Revolution</i> , International conference Knowledge-Based Organization, vol. 29, no.3, pp. 23-29, 2023, https://doi.org/10.2478/kbo-2022-0028 ;	–	0,15	0,15
3	Andra Teodora GORSKI, Ilie GLIGOREA , Hortensia GORSKI, Romana OANCEA, <i>Workforce and Workplace Ecosystem – Challenges and Opportunities in the Age of Digital Transformation and 4IR</i> , International conference Knowledge-Based Organization, vol. 28, no.1, pp.187-194, 2022, https://doi.org/10.2478/kbo-2022-0028 ;	–	0,15	0,15
4	Hortensia GORSKI, Ghiță BÂRSAN, Ilie GLIGOREA , <i>Using root cause analysis in achieving eLearning improvement. Best practices and lessons learned during COVID-19 pandemic</i> , E-learning & Software for Education, Bucharest: "Carol I" National Defence University, vol.1, ISSN: 2066 - 026X print 2066 - 8821 online pp. 485- 490, 2021, https://doi.org/10.12753/2066-026x-21-050 ;	–	0,15	0,15
5	Ilie GLIGOREA , Ghiță BÂRSAN, Romana OANCEA, Nicolae MORO, <i>E-Learning Strategies to Improve the Students' Engagement</i> , International conference Knowledge-Based Organization, vol. 27, no. 3, pp. 27-33, 2021, https://doi.org/10.2478/kbo-2021-0085 ;	–	0,15	0,15
6	Claudiu VESA, Ilie GLIGOREA – <i>Creating Modeling and Simulation Scenarios Using Dedicated Tools</i> , International conference Knowledge-Based Organization, vol. 26, no. 1, pp. 172-175, 2020, https://doi.org/10.2478/kbo-2020-0027	–	0,15	0,15

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		UA*	CA*	
7	Citări conform profilului Google Scholar în reviste/ volume ale conferințelor cotate ISI și/sau indexate BDI, în cărți cu ISBN (nu se iau în considerare autocitările)	0,10 x număr citări		28,40
1	<p>Articolul Ilie Gligorea, Marius CIOCA, Romana OANCEA, Andra-Teodora GORSKI, Hortensia GORSKI, Tudorache PAUL, Adaptive Learning Using Artificial Intelligence in e-Learning: A Literature Review, Education Sciences 13, no. 12: 1216, 2023, https://doi.org/10.3390/educsci13121216 (IF: 2.5, Q1) citat în:</p> <ol style="list-style-type: none"> Ahn, H. Y. (2024). AI-Powered E-Learning for Lifelong Learners: Impact on Performance and Knowledge Application. <i>SUSTAINABILITY</i>, 16(20). doi:10.3390/su16209066 Al-Amin, M., Saqui, F. Z., & Khan, M. R. (2024). Enhancing Assessment Systems in Higher Education: A Review on Artificial Intelligence Usage. In <i>Advances in Educational Technologies and Instructional Design Book Series. UTILIZING AI FOR ASSESSMENT, GRADING, AND FEEDBACK IN HIGHER EDUCATION</i> (pp. 28–56). doi:10.4018/979-8-3693-2145-4.ch002 AL-Hawamleh, A. (2024). Exploring the Satisfaction and Continuance Intention to Use E-Learning Systems: An Integration of the Information Systems Success Model and the Technology Acceptance Model. <i>INTERNATIONAL JOURNAL OF ELECTRICAL AND COMPUTER ENGINEERING SYSTEMS</i>, 15(2), 201–214. Almusharraf, A. I. (2024). An Investigation of University Students' Perceptions of Learning Management Systems: Insights for Enhancing Usability and Engagement. <i>SUSTAINABILITY</i>, 16(22). doi:10.3390/su162210037 Al-Zahrani, A. M., & Alasmari, T. M. (2025). A comprehensive analysis of AI adoption, implementation strategies, and challenges in higher education across the Middle East and North Africa (MENA) region. <i>Education And Information Technologies</i>. doi:10.1007/s10639-024-13300-y Bennani, S., Maalel, A., Ben Ghezala, H., & Daouahi, A. (2024). Towards an Adaptive Gamification Recommendation Approach for Interactive Learning Environments. In L. Barolli (Ed.), <i>Advanced Information Networking and Applications, VOL 1, AINA 2024</i> (pp. 341–352). doi:10.1007/978-3-031-57840-3_31 Castro, J. P., Gasch, C. K., & Flores, P. (2024). Artificial intelligence in soil science: Where do we go now? <i>Agricultural & Environmental Letters</i>, 9(2). doi:10.1002/ael2.20134 Chivu, D.-E. (2024). Adaptive Learning Components for Pre-University Students. <i>Proceedings of the International Conference on Business Excellence</i>, 18(1), 2699–2705. doi:10.2478/picbe-2024-0225 Chonraksuk, J., & Boonlue, S. (2024). Development of an AI predictive model to categorize and predict online learning behaviors of students in Thailand. <i>HELIYON</i>, 10(11). doi:10.1016/j.heliyon.2024.e32591 Delen, I., Sen, N., Ozudogru, F., & Biasutti, M. (2024). Understanding the Growth of Artificial Intelligence in Educational Research through Bibliometric Analysis. <i>SUSTAINABILITY</i>, 16(16). doi:10.3390/su16166724 Donmez, M. (2024). AI-based feedback tools in education: A comprehensive bibliometric analysis study. <i>International Journal of Assessment Tools in Education</i>, 11(4), 622–646. doi:10.21449/ijate.1467476 Fakhar, H., Lamrabet, M., Echantoufi, N., El Khattabi, K., & Ajana, L. (2024). Towards a New Artificial Intelligence-based Framework for Teachers' Online Continuous Professional Development Programs: Systematic Review. <i>International Journal of Advanced Computer Science and Applications</i>, 15(4), 480–493. Farhood, H., Joudah, I., Beheshti, A., & Muller, S. (2024). Evaluating and Enhancing Artificial Intelligence Models for Predicting Student Learning Outcomes. <i>INFORMATICS-BASEL</i>, 11(3). doi:10.3390/informatics11030046 Forkosh-Baruch, A., Voogt, J., & Knezek, G. (2024). Moving Forward to New Educational Realities in the Digital Era: An International Perspective. <i>Technology Knowledge and Learning</i>, 29(4), 1685–1691. doi:10.1007/s10758-024-09785-8 Fromm, Y. M., & Ifenthaler, D. (2024). Designing adaptive learning environments for continuing education: Stakeholders' perspectives on indicators and interventions. <i>Computers in Human Behavior Reports</i>, 16. doi:10.1016/j.chbr.2024.100525 Halkiopoulos, C., & Gkintoni, E. (2024). Leveraging AI in E-Learning: Personalized Learning and Adaptive Assessment through Cognitive Neuropsychology-A Systematic Analysis. <i>Electronics</i>, 13(18). doi:10.3390/electronics13183762 	230 x 0,10	23,00	

Nr. crt.	Indicatori de performanță	Punctaj		Punctaj realizat
		UA*	CA*	
	<p>17. Huang, H. (2024). Technology-Driven Financial Risk Management: Exploring the Benefits of Machine Learning for Non-Profit Organizations. <i>SYSTEMS</i>, 12(10). doi:10.3390/systems12100416</p> <p>18. Kumar, P., Vashishtha, S., Sharma, P., & Agarwal, E. (2024). Exploring the Efficacy of Adaptive Learning Platforms Enhanced by Artificial Intelligence: A Comprehensive Review. In <i>Advances in Educational Technologies and Instructional Design Book Series. Integrating Generative AI in Education To Achieve Sustainable Development Goals</i> (pp. 147–168). doi:10.4018/979-8-3693-2440-0.ch008</p> <p>19. Lin, J., & Zhang, X. (2024). Strategies and Implementation of Exploring the Integration of Artificial Intelligence in Ideological and Political Education. <i>International Journal of E-collaboration</i>, 20(1). doi:10.4018/IJeC.353159</p> <p>20. Liu, T.-Y., Jiang, Y.-H., Wei, Y., Wang, X., Huang, S., & Dai, L. (2024). Educational Practices and Algorithmic Framework for Promoting Sustainable Development in Education by Identifying Real-World Learning Paths. <i>Sustainability</i>, 16(16). doi:10.3390/su16166871</p> <p>21. Liu, Y.-F., Luthfi, M. I., & Hwang, W.-Y. (2024). Enhancing Usability and Learner Engagement: A Heuristic Evaluation of the AI-Enhanced Video Drama Maker App. <i>2024 21st International Joint Conference on Computer Science and Software Engineering, JCSSE 2024</i>, 337–342. doi:10.1109/JCSSE61278.2024.10613736</p> <p>22. Madanchian, M. (2024). The Role of Complex Systems in Predictive Analytics for E-Commerce Innovations in Business Management. <i>SYSTEMS</i>, 12(10). doi:10.3390/systems12100415</p> <p>23. Mienye, I. D., Sun, Y., & Ileberi, E. (2024). Artificial intelligence and sustainable development in Africa: A comprehensive review. <i>Machine Learning with Applications</i>, 18. doi:10.1016/j.mlwa.2024.100591</p> <p>24. Milicevic, V., Lazarova, L. K., & Pavlovic, M. J. (2024). The Application of Artificial Intelligence in Education - The Current State and Trends. <i>International Journal of Cognitive Research in Science Engineering and Education</i>, 12(2), 259–272. doi:10.23947/2334-8496-2024-12-2-259-272</p> <p>25. Mirea, C. M., & Bobocea, A. (2024). Approaches for Maintaining Ethics in AI-Drive Education Solutions and Foster Sustainability. <i>Proceedings of the International Conference on Business Excellence</i>, 18(1), 2882–2890. doi:10.2478/picbe-2024-0239</p> <p>26. Muijs, D. (2024). Education Research in 'Interesting Times'. <i>Education Sciences</i>, 14(7). doi:10.3390/educsci14070717</p> <p>27. Murdan, A. P., & Halkhoree, R. (2024). Integration of Artificial Intelligence for educational excellence and innovation in higher education institutions. <i>2024 1st International Conference on Smart Energy Systems and Artificial Intelligence, SESAI 2024</i>, 7+. doi:10.1109/SESAI61023.2024.10599402</p> <p>28. Nepomuceno, A. R., Dominguez, E. L., Isidro, S. D., Medina Nieto, M. A., Meneses-Viveros, A., & de la Calleja, J. (2024). Software Architectures for Adaptive Mobile Learning Systems: A Systematic Literature Review. <i>APPLIED SCIENCES-BASEL</i>, 14(11). doi:10.3390/app14114540</p> <p>29. Orchi, H., Diallo, A. B., Elbiaze, H., Sabir, E., & Sadik, M. (2025). A Contemporary Survey on Multisource Information Fusion for Smart Sustainable Cities: Emerging Trends and Persistent Challenges. <i>Information Fusion</i>, 114. doi:10.1016/j.inffus.2024.102667</p> <p>30. Orok, E., Okaramee, C., Egboro, B., Egbochukwu, E., Bello, K., Etukudo, S., Akawa, O. (2024). Pharmacy students' perception and knowledge of chat-based artificial intelligence tools at a Nigerian University. <i>BMC MEDICAL EDUCATION</i>, 24(1). doi:10.1186/s12909-024-06255-8</p> <p>31. Qureshi, M. I., Shrivastava, T., Sharath, H., V., & Kaur, G. (2024). Informed Strategies Based on Education Research to Enhance the Learning Ecosystem. <i>Cureus Journal of Medical Science</i>, 16(9). doi:10.7759/cureus.69431</p> <p>32. Salha, S., Mousa, A., & Khayat, S. (2024). Artificial Intelligence in Education (AIED) Policies in School Context: A Mixed Approach Research. <i>Leadership and Policy in Schools</i>. doi:10.1080/15700763.2024.2443675</p> <p>33. Sedkaoui, S., & Benaichouba, R. (2024). Generative AI as a transformative force for innovation: a review of opportunities, applications and challenges. <i>European Journal of Innovation Management</i>. doi:10.1108/EJIM-02-2024-0129</p> <p>34. Shi, L. (2024). The Integration of Advanced AI-Enabled Emotion Detection and Adaptive Learning Systems for Improved Emotional Regulation. <i>Journal of Educational Computing Research</i>. doi:10.1177/07356331241296890</p> <p>35. Skvorchevsky, K. A., & Dyatlova, O., V. (2024). Modern Adaptive and Intelligent Digital Learning Systems: Mechanisms and Potential. Konstantin Skvorchevsky, Olga Dyatlova. <i>Voprosy Obrazovaniya-Educational Studies Moscow</i>, (3), 299–337. doi:10.17323/vo-2024-19751</p> <p>36. Strielkowski, W., Grebennikova, V., Lisovskiy, A., Rakhimova, G., & Vasileva, T. (2024). AI-driven adaptive learning for sustainable educational transformation. <i>Sustainable Development</i>. doi:10.1002/sd.3221</p>			

Nr. crt.	Indicatori de performanță	Punctaj		Punctaj realizat
		UA*	CA*	
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2	<p>Articolul Ilie GLIGOREA, Usman Yaseen MUHAMMAD, Marius CIOCA, Hortensia GORSKI, Romana OANCEA, An Interpretable Framework for an Efficient Analysis of Students' Academic Performance, Sustainability 14, nr 14: 8885., 2022, https://doi.org/10.3390/su14148885 (IF: 3.3, Q2), citat în:</p> <p>CITARE ISI:</p> <p>1. Nnadi, L. C., Watanobe, Y., Rahman, M. M., & John-Otumu, A. M. (2024). Prediction of Students' Adaptability Using Explainable AI in Educational Machine Learning Models. <i>Applied Sciences-Basel</i>, 14(12). doi:10.3390/app14125141</p> <p>CITĂRI BDI:</p> <p>2. Chaiya, S., & Songpan, W. (2024). Prediction of Undergraduate Success Through Machine Learning Models. <i>Proceedings of the 2024 12th International Conference on Computer and Communications Management</i>, 12–18.</p> <p>3. Chen, D., & Xu, F. (2024). Design and implementation of machine learning algorithms in automatic grading of students' assignments. <i>Journal of Electrical Systems</i>, 20(3s), 899–919.</p> <p>4. Kumar, G., Chaudhary, B., & Choudhary, S. (2023). Analysis of educational data enabled by deep learning to increase student success. <i>Multidisciplinary Science Journal</i>, 5.</p> <p>5. Mocean, L., & Vlad, M.-P. (2024). Security Ontology in a Virtual University. <i>Land Forces Academy Review</i>, 29(2), 161–170.</p> <p>6. Raji, N. R., Kumar, R. M. S., & Biji, C. L. (2023). Closing the gap: exploring the untapped potential of machine learning in deaf students and hearing students' academic performance. <i>International Journal of Advanced Technology and Engineering Exploration</i>, 10(108), 1449.</p> <p>7. Stamovlasis, D., & Tsanidis, C. (2023). MOOC in a Blended Learning Model for a Statistics Course: Exploring Participation and Achievement. In <i>Emerging Trends and Historical Perspectives Surrounding Digital Transformation in Education: Achieving Open and Blended Learning Environments</i> (pp. 29–51). IGI Global.</p> <p>8. Tossaint, E. (2022). <i>The Effects of Combining a Growth Mindset Intervention and Learning Analytics on Mindset and Learning Engagement</i>.</p>	8 x 0,10	0,80	

Nr. crt.	Indicatori de performanță	Punctaj		Punctaj realizat
		UA*	CA*	
3	<p>Articolul Paul TUDORACHE, Ghiță BĂRSAN, Zoltán JOBBÁGY, Alin CÎRDEI, Ilie GLIGOREA, <i>An innovative conceptual model for education and training on hybrid warfare</i>, <i>Management & Marketing</i> 18, nr. 3, 234-250, 2023, https://doi.org/10.2478/mmcks-2023-0013 (IF: 1.9, Q3), citat în:</p> <ol style="list-style-type: none"> Bojor, L., Petrache, T., & Cristescu, C. (2024). Emerging Technologies in Conflict: The Impact of Starlink in the Russia-Ukraine War. <i>Revista Academiei Fortelor Terestre</i>, 29(2). Cepișca, S.-M., & Cîrdei, A.-I. (2024). The Evolution of Warfare-Biotechnological Advancements in Military Operations. <i>Revista Academiei Fortelor Terestre</i>, 29(2). Jobbagy, Z., & Kaur, M. (2024). A Remark on the Interdisciplinary Education and Training on Hybrid Warfare: Kautyla's Arthashastra and the Preference for Scientific Explanations. <i>18th PhD Conference Proceedings 18. Doktorandská Konference New Approaches to State Security Assurance Nové Přístupy k Zajištění Bezpečnosti Státu</i>, 85. 	3 x 0,10	0,30	
4	<p>Articolul Andra Teodora GORSKI, Ilie GLIGOREA, Hortensia GORSKI, Romana OANCEA, <i>Navigating the Disruptive Challenges and Opportunities of Digital Transformation in the Labour Market: Upskilling and Reskilling for the Fourth Industrial Revolution</i>, International conference Knowledge-Based Organization, vol. 29, no.3, pp. 23-29, 2023, https://doi.org/10.2478/kbo-2022-0028, citat în:</p> <ol style="list-style-type: none"> Lo, L. S. (2024). Transforming academic librarianship through AI reskilling: Insights from the GPT-4 exploration program. <i>The Journal of Academic Librarianship</i>, 50(3), 102883. McCrowe, R., & Adivar, B. (2024). Exploring underlying factors for variations in digital upskilling. <i>Industry and Higher Education</i>, 09504222241249078. McFarlane, D., Mieruch, Y., & Ruedreal, T. (2024). <i>Strengthening the labour force participation of older persons in the context of digital transformation and the fourth industrial revolution-insights from the Asia-Pacific region</i>. Nguyen, H. T. D. (2024). 2 Enhancing Competitive Advantage Through Entrepre-Neurial Orientation And Workforce Upskilling--A Li-Terature Review. 22 Business Process Management Conference. Šahinpašić, E., Šahinpašić, D., Šišić, A., & Smailović, U. (2023). <i>JYLR Open Gender equality in the era of digital transformation: A study on Bosnian and Herzegovinian youth</i>. Setiawan, H. A. (2024). Analysing the Impact of Industrial Revolution 4.0 on Traditional Occupations and Community Adaptation Efforts in Bali. <i>West Science Social and Humanities Studies</i>, 2(02), 277–284. 	6 x 0,10	0,60	
5	<p>Articolul Andra Teodora GORSKI, Ilie GLIGOREA, Hortensia GORSKI, Romana OANCEA, <i>Workforce and Workplace Ecosystem – Challenges and Opportunities in the Age of Digital Transformation and 4IR</i>, International conference Knowledge-Based Organization, vol. 28, no.1, pp.187-194, 2022, https://doi.org/10.2478/kbo-2022-0028, citat în:</p> <ol style="list-style-type: none"> Agnihotri, A., Grover, V., Balusamy, B., Gite, S., Arockiam, D., & Shankar, A. (2024). Utilizing the potential of AI to Revolutionize talent management in contemporary organizations. <i>IET Conference Proceedings CP881, 2024</i>, 1–11. IET. Arnaut, D., Suhonjić, A. Z., Beganlić, A., & Bećirović, D. (2023). Digital Ecosystem Model for Workplace Transition in Post-COVID Era. <i>E-Business Technologies Conference Proceedings</i>, 3, 15–21. Azeez, R. O., & Ojapinwa, A. F. (2024). Effects of Emerging Technologies on the Wellbeing of Procurement and Supply Chain Professionals: Evidence from Nigeria. <i>Journal of Academic Research in Economics</i>, 16(1). Battur, A., & Jayadatta, S. (2024). <i>Work Life Balance: Insights and Ideologies in Present Conext</i>. Notion Press. De Silva, P., Gunarathne, N., & Kumar, S. (2024). Exploring the impact of digital knowledge, integration and performance on sustainable accounting, reporting and assurance. <i>Meditari Accountancy Research</i>. Giurgiu, T., Virca, I., Grigoraș, C., & Năstăsescu, V. (2023). Trends in Development of Military Vehicles Capabilities Based on Advanced Technologies. <i>International Conference Knowledge-Based Organization</i>, 29, 15–22. 	10 x 0,10	0,10	

Nr. crt.	Indicatori de performanță	Punctaj		Punctaj realizat
		UA*	CA*	
	<p>7. Gupta, C., & Khang, A. (2024). 24 Designing Artificial. <i>AI-Oriented Competency Framework for Talent Management in the Digital Economy: Models, Technologies, Applications, and Implementation</i>, 388.</p> <p>8. Gupta, C., & Khang, A. (2024). Designing Artificial Intelligence-Enabled Training Approaches and Models for Physical Disabilities Individuals. In <i>AI-Oriented Competency Framework for Talent Management in the Digital Economy</i> (pp. 388–415). CRC Press.</p> <p>9. Sharma, R. (2023). ICT-Infused Innovations: A Comprehensive Exploration of Artificial Intelligence (AI) Applications in the Evolving BFSI Landscape. <i>International Journal of Multidisciplinary Innovation and Research Methodology</i>, ISSN: 2960-2068, 2(4), 20–28.</p> <p>10. Talreja, P., Shrivastava, A., Mishra, A., & Gupta, N. (2023). A Critical Study of ICT Oriented Innovations based on Artificial Intelligence (AI) Applications towards BFSI Sector. <i>2023 IEEE International Conference on ICT in Business Industry & Government (ICTBIG)</i>, 1–5. IEEE.</p>			
5	<p>Articolul Hortensia GORSKI, Ghiță BÂRSAN, Ilie GLIGOREA, Using root cause analysis in achieving eLearning improvement. Best practices and lessons learned during COVID-19 pandemic, E-learning & Software for Education, Bucharest: "Carol I" National Defence University, vol.1, ISSN: 2066 - 026X print 2066 - 8821 online pp. 485- 490, 2021, https://doi.org/10.12753/2066-026x-21-050, citat în</p> <p>1. Jaeger, M., Adair, D., & Soleimani, S. (2023). Multi-Criteria Evaluation of eLearning Attributes using the Fuzzy TOPSIS Method. <i>International Journal of Engineering Education</i>, 39(1), 241-251</p>	1 x 0,10		0,10
6	<p>Articolul Ilie GLIGOREA, Ghiță BÂRSAN, Romana OANCEA, Nicolae MORO, E-Learning Strategies to Improve the Students' Engagement, International conference Knowledge-Based Organization, vol. 27, no. 3, pp. 27-33, 2021, https://doi.org/10.2478/kbo-2021-0085, citat în:</p> <p>1. Llerena-Izquierdo, J., & Ayala-Carabajo, R. (2022). Inventory of ICTs for learning in engineering for emergency virtual teaching by COVID-19. <i>2022 IEEE World Engineering Education Conference (EDUNINE)</i>, 1–6. IEEE.</p>	1 x 0,10		0,10
7	<p>Articolul Claudiu VESA, Ilie GLIGOREA – Creating Modeling and Simulation Scenarios Using Dedicated Tools, International conference Knowledge-Based Organization, vol. 26, no. 1, pp. 172-175, 2020, https://doi.org/10.2478/kbo-2020-0027, citat în:</p> <p>a) Andersson, C. A., Halme, K., Laine, M., Hulkko, V., & Virtanen, K. (2024). Effectiveness of an Expendable Unmanned Ground Vehicle Stalling a Mechanized Infantry Company's Primary Combat Units—A Virtual Simulation Experiment. <i>Journal of Field Robotics</i>, https://doi.org/10.1002/rob.22442</p>	1 x 0,10		0,10
8	<p>Articolul Ioan VIRCA, Romana OANCEA, Ilie GLIGOREA – Advantages to use Elearning Platform in the Field of Technical Systems, E-learning & Software for Education, Bucharest: "Carol I" National Defence University, pp. 121-124, 2017, DOI: 10.12753/2066-026X-23-018, citat în:</p> <p>1. Azairok, M., & Fathurohman, A. (2023). Development of E-Learning Based Learning Media Assisted by Chamilo in Learning Physics to Improve Learning Outcomes of High School Students. <i>Jurnal Penelitian Pendidikan IPA</i>, 9(10), 7871–7878.</p> <p>2. Badea, D., Iancu, D., Macovei, C., & Oțel, C. C. (2018). The Reflection of Specific Elements of Technical Culture in the Military Management Practice. <i>Land Forces Academy Review</i>, 23(3), 219–224.</p> <p>3. Bârsan, G., Năstăsescu, V., & Bârsan, V.-A. (2017). Simulation and gamification in e-learning technical courses. <i>International Conference Knowledge-Based Organization</i>, 23, 7–11.</p> <p>4. Bostan-Pop, M. A., & Bârsan, G. (2020). AN EDUCATIONAL APPROACH TO THE NATIONAL SECURITY ISSUES IN A DIGITAL SOCIETY. <i>eLearning & Software for Education</i>, 1.</p> <p>5. Bostan-Pop, M. A., & Bârsan, G. (2020). An Educational Approach to the National Security Issues in a Digital Society, <i>The 16th International Scientific Conference eLearning and Software for Education Bucharest</i>, April 23-24, pp. 182-189.</p>	10 x 0,10		1

Nr. crt.	Indicatori de performanță	Punctaj		Punctaj realizat
		UA*	CA*	
	<p>6. Coman, M.-M., Badea, D., & Luță, A. (2018). Enhancing the Management of Scenario Development Process for Simulation Exercises using Dedicated Web-Based Applications. <i>The International Scientific Conference eLearning and Software for Education, 1</i>, 327–332. ‘Carol I’ National Defence University.</p> <p>7. Kifor, Ș. (2017). Content development approaches in e-learning lessons. <i>8th Balkan Region Conference on Engineering and Business Education and 10th International Conference on Engineering and Business Education 3</i>,</p> <p>8. Marcuț, I. G., & Kifor, S. (2017). How did I become a good teacher? implications for teacher education. <i>Balkan Region Conference on Engineering and Business Education, 2</i>, 223–232.</p> <p>9. Săvescu, R., Rotaru, M., & Stoe, A. M. (2017). Working college students’ profile Case Study: Faculty of Engineering Sibiu, Romania. <i>Balkan Region Conference on Engineering and Business Education, 3</i>, 337–341. Sciendo.</p> <p>10. Sukmandhani, A. A., Yuniarso, A., & Maryam, S. (2021). Development Online Learning System For Sme And Community. <i>ICCD, 3</i>, 394–398.</p>			
9	<p>Articolul Luminița GIURGIU, Ilie GLIGOREA – Responsive web design techniques, International conference Knowledge-Based Organization, vol. 23, no. 3, pp. 37-42, 2017, citat în:</p> <p>1. Amna, S., & Christina, D. (2021). Development and Validity of the Responsive Web for Assessing English Speaking and Listening. <i>2021 International Conference on Computer Science and Engineering (IC2SE), 1</i>, 1–7. IEEE.</p> <p>2. Hasibuan, H. A., Pradana, F., & Rachmadi, A. (2020). Pengembangan Perangkat Lunak Pendampingan Mahasiswa Disabilitas (Studi Kasus: Pusat Studi Layanan Disabilitas Universitas Brawijaya). <i>Jurnal Pengembangan Teknologi Informasi Dan Ilmu Komputer, 4</i>(5), 1462–1471.</p> <p>3. In’am, A., Darmayanti, R., Maryanto, B. P. A., Sah, R. W. A., & Rahmah, K. (2023). Development Learning Media Eav on Mathematical Connection Ability of Junior High School. <i>Aksioma: Jurnal Program Studi Pendidikan Matematika, 12</i>(1), 573–588.</p> <p>4. Karim, S., & Zoker, E. M. (2023). Technology in Mathematics Teaching and Learning: An Impact Evaluation in Selected Senior Schools in Masingbi Town. <i>Assyfa Learning Journal, 1</i>(2), 60–72.</p> <p>5. Krishnasari, E. D. (2018). Perancangan Redesain Antarmuka Landing Page Web Inalues Berbasis Desain Web Responsif. <i>Incomtech, 7</i>(1).</p> <p>6. Lewaherilla, E. (2023). <i>Desain dan Implementasi Website Sekolah Responsif untuk Menyediakan akses Informasi (SMP Kristen 1 Salatiga)</i>.</p> <p>7. Medyńska-Gulij, B., Gulij, J., Cybulski, P., Zagata, K., Zawadzki, J., & Horbiński, T. (2022). Map design and usability of a simplified topographic 2D map on the smartphone in landscape and portrait orientations. <i>ISPRS International Journal of Geo-Information, 11</i>(11), 577.</p> <p>8. Naviarani, L., Arlis, S., & Nur, R. M. (2022). Pengenalan Web Desain Kepada Santri Rahmatan Lil’alamin International Islamic Boarding (RLA IIBS) Arian Kabupaten Solok. <i>Community Development Journal: Jurnal Pengabdian Masyarakat, 3</i>(2), 1030–1035.</p> <p>9. Nissen, H., & Janneck, M. (2019a). Does User Choice of Device Impact the Results of Online Surveys?: An Analysis of the Effects of Screen Widths and Questionnaire Layouts. <i>International Journal of End-User Computing and Development (IJEUCD), 8</i>(2), 1–17.</p> <p>10. Nissen, H., & Janneck, M. (2019b). Usability Evaluation of Online Questionnaires on Mobile Devices. In <i>Proceedings of Mensch und Computer 2019</i> (pp. 521–526).</p> <p>11. Nissen, H., & Janneck, M. (2020). Layout optimization for online questionnaires on mobile devices. <i>International Journal of Mobile Human Computer Interaction (IJMHCI), 12</i>(2), 1–21.</p> <p>12. Özçelik, H. (2020). <i>Design and Implementation of a Responsive WebBased Library Management System for Educational Purposes</i>. Eastern Mediterranean University (EMU)-Doğu Akdeniz Üniversitesi (DAÜ).</p> <p>13. Rachovski, T., Hadzhikoleva, S., & Hadzhikolev, E. (2017). Conceptual model of an application for automated generation of webpage mobile versions. <i>Tem Journal, 6</i>(4), 877.</p> <p>14. Radilova, M., Kamencay, P., Sinko, M., Benco, M., & Hudec, R. (2020). Optimization Tool of Website for Smart Phone. <i>2020 Elektro, 1–5</i>. IEEE.</p>	14 x 0,10	1,40	
8	Brevet de invenție	2,00	–	

Nr. crt.	Indicatori de performanță	Punctaj		Punctaj realizat
		UA*	CA*	
9	Premii științifice acordate			
	a. -de instituții și universități de prestigiu din străinătate		1,50	
	b. de Academia Română		1,00	
	c. de ME, CNCS		0,50	
TOTAL CRITERIUL II				40,275
III. ACTIVITĂȚI PROFESIONALE COMPLEMENTARE				1,20
1.	Coordonator cercuri științifice studentești		–	–
2.a	Organizator de manifestări științifice (pentru fiecare ediție) – internaționale:		n x 0,10	0,40
1	1. The 30 th edition of The Knowledge - Based Organization International Scientific Conference, KBO 2024;			
	2. The 29 th edition of The Knowledge - Based Organization International Scientific Conference, KBO 2023;			
	3. The 28 th edition of The Knowledge - Based Organization International Scientific Conference, KBO 2022;		4 x 0,10	0,40
	4. The 27 th edition of The Knowledge - Based Organization International Scientific Conference, KBO 2021;			
2.b	Organizator de manifestări științifice (pentru fiecare ediție) – naționale:		nr. x 0,05	0,60
1	1. 28 th Edition of Student's International Conference SECOSAFT 2023;			
	2. 28 th Edition of Student's International Conference SECOSAFT 2022;			
	3. Salonul internațional al Inovării și Cercetării Științifice Studentești „Cadet INOVA ‘16“;			
	4. Salonul internațional al Inovării și Cercetării Științifice Studentești „Cadet INOVA ‘17“;			
	5. Salonul internațional al Inovării și Cercetării Științifice Studentești „Cadet INOVA ‘18“;			
	6. Salonul internațional al Inovării și Cercetării Științifice Studentești „Cadet INOVA ‘19“;			
	7. Salonul internațional al Inovării și Cercetării Științifice Studentești „Cadet INOVA ‘20“;			
	8. Salonul internațional al Inovării și Cercetării Științifice Studentești „Cadet INOVA ‘21“;			
	9. Salonul internațional al Inovării și Cercetării Științifice Studentești „Cadet INOVA ‘22“;			
	10. Salonul internațional al Inovării și Cercetării Științifice Studentești „Cadet INOVA ‘23“;			
	11. Salonul internațional al Inovării și Cercetării Științifice Studentești „Cadet INOVA ‘24“;			
	12. The 3 rd International Scientific Conference Emerging and Disruptive Technologies' Impact on Global Security.		12 x 0,05	0,60
3	Moderator conferințe/ sesiuni de comunicări științifice (pentru fiecare ediție)			
	a) ale cadrelor didactice		–	–
	b) studentești			
4	Membru în Senat/Consiliul facultății/Consiliul departamentului (pentru fiecare structură)		–	–
5	Membru în colective sau colegii de redacție (pentru fiecare colectiv)		–	–

Nr. crt.	Indicatori de performanță	Punctaj		Punctaj realizat
		UA*	CA*	
6	Membru în organisme științifice (pentru fiecare organism) - internaționale - naționale		–	–
7	Membru în organisme profesionale (pentru fiecare organism): - internaționale - naționale		–	–
8	Referent științific pentru publicații de specialitate, inclusiv volume ale unor manifestări științifice (pentru fiecare publicație/an)		Nr. pub./an x 0,10	0,20
1	Referent Științific la Revista Academiei Forțelor Terestre (ISSN 2247-840X; ISSN-L 1582-6384; cod CNCSIS 328) în perioada 2023-2024, unde a evaluat un număr de 2 de articole;		1 x 0,10	0,10
2	Referent Științific la Buletinul Științific (ISSN 2247-8396; ISSN-L1224-5178; cod CNCSIS 329) în anul 2023, unde a evaluat 1 articol.		1 x 0,10	0,10
TOTAL CRITERIUL III				1,20
IV. ACTIVITATEA ÎN ECHIPE DE PROIECT				10,5
1	Grant/proiect obținut prin competiție internațională – în calitate de membru echipă de cercetare		2,00	4,00
1	Proiectul „ <i>Interdisciplinary Education and Training on Hybrid Warfare</i> ” în cadrul programului Erasmus+, Acțiunea-cheie 2 - parteneriate strategice. Instituțiile partenere în acest proiect sunt Universitatea de Servicii Publice, Budapesta, Ungaria (coordonator proiect), Universitatea „Bar Han”, Israel, Centrul pentru Studiul Noilor Provocări în Domeniul Securității (CSNSC), Regatul Unit al Marii Britanii și al Irlandei de Nord, Academia Forțelor Armate „General Milan Rastislav Stefanik”, Liptovsky Mikuláš, Slovacia și Universitatea de Studii din Torino, Italia, perioadă derulare 01.11.2021 - 31.10.2024, membru echipă ;		2 x 2,00	4,00
2	Proiectul „ <i>Crearea unui Semestru Internațional în concordanță cu necesitățile educației militare pentru viitorii ofițeri din Europa</i> ”, proiect finanțat în cadrul Programului Erasmus+ - Acțiunea Cheie 2, alături de următoarele instituții militare europene: Academia Forțelor Terestre „Gl. Tadeusz Kosciuszko” din Wrocław, Polonia; Academia Militară Tereziană din Wiener Neustadt, Austria; Universitatea de Apărare din Brno, Republica Cehă; Universitatea Națională de Servicii Publice, Facultatea de Științe Militare și Pregătire a Ofițerilor din Budapesta, Ungaria perioada derulare sept. 2015-aug. 2025, membru echipă .			
2	Grant/proiect obținut prin competiție națională – în calitate de membru echipă de cercetare		1,00	2,00
1	Proiectul PNRR: <i>DigitalArmyAcademy: Integrarea proceselor educaționale digitalizate în Academia Forțelor Terestre</i> , PNRR/2022/C15/MEDU/I16./Apel competitiv de proiecte, dedicat universităților de stat și private, pentru a crește competitivitatea internațională a concentrărilor academice și pentru a dezvolta programe academice comune în domenii cu relevanță socio-economică (smart specialisation) prin diferite tipuri de investiții în infrastructură digitală universitară și prin formarea de competențe digitale avansate., cod înregistrare UEFISCCDI F-PNRR-GDU-1-2022-0048, cod e-PNRR 1104173200, perioada derulare sept. 2022-dec. 2025, membru echipă ;		2 x 1,00	2,00
2	Proiectul „ <i>Optimizarea, eficientizarea cadrului procedural și digitalizarea proceselor de management al resurselor umane din cadrul STS</i> ”, cod proiect SIPOCA 746 /cod SMIS 129502, cofinanțat din Fondul Social European, prin Programul Operațional Capacitate Administrativă 2014 - 2020, membru echipă (membru echipă universitate parteneră – Academia Forțelor Terestre „Nicolae Bălcescu”).			

Nr. crt.	Indicatori de performanță	Punctaj		Punctaj realizat
		UA*	CA*	
3	Alte proiecte/teme de cercetare în domeniu – în calitate de membru în echipa de proiect	0,50		4,50
1	Planul sectorial de cercetare-dezvoltare (PSCD) al MApN pe anul 2020, Poz. Plan 61, <i>Modalități de optimizare a sistemelor logistice militare folosind tehnologia RFID (Radio-Frequency Identification – Identificare prin frecvență radio), membru echipă;</i>	9 x 0,50		4,50
2	Planul sectorial de cercetare-dezvoltare (PSCD) al MApN pe anul 2020, Poz. Plan 62, <i>Posibilități privind adaptarea operațională a structurilor din Forțele Terestre la cerințele mediilor VUCA și JIIM, membru echipă;</i>			
3	Planul sectorial de cercetare-dezvoltare (PSCD) al MApN pe anul 2018, Poz. Plan 80, <i>Studiu tehnic privind realizarea unui portal web responsabil pentru optimizarea activităților curente la nivel pluton, membru echipă;</i>			
4	Planul sectorial de cercetare-dezvoltare (PSCD) al MApN pe anul 2017, Poz. Plan 70, <i>Platformă informatică pentru îmbunătățirea planificării și managementul scenariilor specifice exercițiilor de instruire prin simulare desfășurate în cadrul instituțiilor de învățământ militar, a centrelor de simulare și a centrelor de instruire pentru luptă, membru echipă</i>			
5	Planul sectorial de cercetare-dezvoltare (PSCD) al MApN pe anul 2021, Poz. Plan 52, <i>Complet simulator cu componentă cu realitate virtuală (VR) pentru inițierea, antrenarea, perfecționarea și menținerea deprinderilor structurilor militare de nivel echipă/grupă până la nivel pluton privind planificarea, organizarea și executarea misiunilor/ exercițiilor (aplicație plug-in VBS utilizând kit-uri de realitate virtuală, HP VR Backpack + HP Reverb G2 sau similar), (Acronim: VR-ROARMY-EDITOR) , membru echipă;</i>			
6	Planul sectorial de cercetare-dezvoltare (PSCD) al MApN pe anul 2022, Poz. Plan 129, <i>Sistem tip exoschelet pentru augmentare umană, membru echipă;</i>			
7	Planul sectorial de cercetare-dezvoltare (PSCD) al MApN pe anul 2022, Poz. Plan 54, <i>Dezvoltarea unui software pentru controlul automat al țintelor și adaptarea condițiilor de antrenament pentru tragerea cu armamentul din dotare la cerințele mediului operațional actual, membru echipă;</i>			
8	Planul sectorial de cercetare-dezvoltare (PSCD) al MApN pe anul 2021-2022, Poz. Plan 54/ 46, <i>Demonstrator tehnologic cu realitate augmentată pentru dezvoltarea și optimizarea metodelor de analiză și sinteză a pachetelor de forțe, (Acronim: DTREA), membru echipă;</i>			
9	Planul sectorial de cercetare-dezvoltare (PSCD) al MApN pe anul 2021, Poz. Plan 53, <i>Studiu privind realizarea unor modalități de utilizare a realității augmentate în domeniul educațional militar în contextul desfășurării unui proces de învățământ.</i>			
4	Lucrare de cercetare finalizată prin raport de cercetare	0,10		–
5	Membru în colectivul de elaborare a unui act normativ intern ce reglementează activitatea universitară	0,10		–
TOTAL CRITERIUL IV				10,5

Nr. crt.	Indicatori de performanță	Punctaj		Punctaj realizat
		UA*	CA*	
V. PREGĂTIREA DE SPECIALITATE				0,60
1	1. Programe postdoctorale de cercetare avansată		0,20	–
2	2. Programe postuniversitare de formare și dezvoltare profesională continuă, de perfecționare		0,10	0,10
1	Certificat de absolvire DPPD		1 x 0,10	0,10
3	Alte diplome și calificări în specialitatea postului		nr x 0,10	0,50
1	Certificat de absolvire curs Tehnologii emergente și disruptive – impactul politicii externe și de securitate, MAE / Institutul Diplomatic Român		5 x 0,10	0,50
2	Certificat de absolvire – Get Interactive: Practical Teaching with Technology, University of London, Bloomsbury Learning Exchange oferit prin Coursera			
3	Certificat de absolvire – Learning to Teach Online, UNSW Sydney (The University of New South Wales) oferit prin Coursera			
4	Certificat de absolvire – Manager proiect, SC ASCENDIS TEAM SRL, Alba Iulia			
5	Certificat de absolvire – Modul CCNA 1, CISCO NETWORKING ACADEMY, Școala de Aplicație pentru Transmisiuni, Informatică și Război Electronic Sibiu			
TOTAL CRITERIUL V				0,60
VI. TITLURI (GRADE) DIDACTICE ȘI FUNCȚII DE CERCETARE ȘTIINȚIFICĂ				–
1	Titluri în învățământul preuniversitar: - definitivat - gradul II - gradul I		0,02 0,04 0,06	–
2	Funcții de cercetare științifică - cercetător științific, gradul III - cercetător științific - asistent de cercetare		0,02 0,15 0,10	–
3	Titluri didactice universitare confirmate prin concurs - lector universitar - asistent universitar		0,20 0,10	–
TOTAL CRITERIUL VI				0
TOTAL GENERAL				52,975

Confirm că datele mai sus-menționate sunt reale și se referă la propria mea activitate profesională și științifică.

Data: 13.01.2025

Semnătura

Gligorea Ilie

