

**Subject card**

<b>Subject name and code</b>	Gamification in education, PG_00151491						
<b>Field of study</b>	History						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2025/2026		
<b>Education level</b>	Bachelor's studies	<b>Subject group</b>			Obligatory subject group in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	2	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	3	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>	Division of Didactic History -> Institute of History -> Faculty of History -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Waclaw Kulczykowski				
	<b>Teachers</b>		dr Waclaw Kulczykowski				
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	0.0	30.0	0.0	0.0	30
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	30		2.0		20.0	52
<b>Subject objectives</b>	<p>The aim is to familiarize students with the issue of gamification as an educational method.  Expanding knowledge about designing, creating and using games in school practice.  Preparing students to use and practice innovative solutions and modern information technologies applications in teaching history.  Developing skills related to individual and team preparation of an educational game scenario, including: ability to conduct discussions, present one's own concept and justify one's own position.</p>						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[HISTL3_K01] Critically evaluates his/her knowledge, demonstrates a willingness to continually expand his/her knowledge and to seek expert advice if he/she has difficulty solving a problem on his/her own	Critically evaluates the effectiveness of applied gamification solutions, analyzes own projects, and demonstrates readiness to continuously develop competences in game-based education.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[HISTL3_U02] Is able to correctly select and use appropriate methods and tools appropriate to the work of a historian (including advanced information and communication techniques)	Is able to select, design, and apply appropriate gamification mechanics as well as digital and analog tools in the process of teaching history.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU5] implementation of a problem task [SU8] observation of student's independent or team work
	[HISTL3_W07] Demonstrates knowledge of comparative European history and understands the links between the history of European integration and current social, economic and political issues Knows and understands to an advanced degree the main theories, research methods and tools of the historian's workshop	Knows basic and advanced concepts of gamification, game mechanics, and tools used in formal and informal education.	[SW2] presentation/project/paper/report [SW5] implementation of a problem task
	[HISTL3_U07] Is able to plan and organise individual work and interact with others in teamwork	Is able to plan and organize individual work and cooperate effectively in a team while designing gamification elements and educational game scenarios.	[SU8] observation of student's independent or team work
	[HISTL3_W09] Has advanced knowledge to analyse and interpret historical sources and understands their usefulness in historical research	Understands the role of historical content and historical sources in the design of games and gamification mechanisms used for education and popularization of historical knowledge.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[HISTL3_W11] Knows and understands the basic economic, legal, ethical and other conditions of various professional activities related to history including the basic concepts and principles of industrial property protection and copyright law	Knows and understands basic ethical, legal, and organizational conditions of designing and using games and gamification in education, including copyright regulations.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
[HISTL3_K03] Is ready to fulfil social obligations, co-organise activities for the benefit of the social environment in the field of education and promotion of the historical and cultural heritage of Poland, its region and Europe	Is ready to responsibly use gamification in educational and outreach activities aimed at promoting the cultural heritage of the region, Poland, and Europe.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report	
Subject contents	Workshop exercises: familiarizing students with the ways of using gamification as an educational method; presentation and use of games as a tool for transmitting historical knowledge; practical discussion of gamification tools and examples of historical games divided into types: computer games, board games, role-playing games, paragraph games, field games; presenting ways of creating the concept and scenario of one's own historical educational game and using it in educational practice; developing designs of your own gamification tools		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Activity in classes	50.0%	40.0%
	Individual or team preparation of a lesson plan based on gamification	50.0%	60.0%

Recommended reading	Basic literature	<p>Osica N., Niedzicki W., Sztuka promocji nauki, Warszawa 2017.</p> <p>Popularyzacja nauk historycznych teoria i praktyka. Zbiór studiów, red. D. Gołaszewska-Rusinowska, M. Mielewska, T. Sińczak Toruń 2018.</p> <p>Siadkowski J., Grywalizacja w działaniu, dostępna w Internecie: <a href="https://www.dkkadr.waw.pl/wp-content/uploads/2019/11/Grywalizacja_v13.pdf">https://www.dkkadr.waw.pl/wp-content/uploads/2019/11/Grywalizacja_v13.pdf</a></p> <p>Złotek M., Grywalizacja - wykorzystanie mechanizmów z gier jako motywatora do zmiany zachowania ludzi, Kraków 2017.</p> <p>Domańska E., Historie niekonwencjonalne. Refleksja o przeszłości w nowej humanistyce, Poznań 2006.</p> <p>Gra w historię, historia w grach, red. T. Bazylewicz, Ł. Hajdrych Poznań 2018.</p> <p>Historia w przestrzeni publicznej, red. J. Wojdon, Warszawa 2019.</p> <p>Państwo i Społeczeństwo, Teoretyczne i praktyczne aspekty grywalizacji, r. XVIII, nr 1, red. J. Aksman, J. Bierówka, Kraków 2018.</p>
	Supplementary literature	<p>Brodzka-Bestry M., Gałaszewski D., Hajdukiewicz M., Ślady przeszłości gry terenowe po Warszawie, Warszawa 2008.</p> <p>Frąckowiak P., Historyczna gra miejska, <a href="http://www.historiaregionalna.pl/gra-miejska/">http://www.historiaregionalna.pl/gra-miejska/</a> <a href="http://muzhp.pl/pl/c/1510/gry-miejskie">http://muzhp.pl/pl/c/1510/gry-miejskie</a>.</p> <p>Kleszczyński B., Gry na lekcji historii i zajęciach pozalekcyjnych, Kwartalnik Edukacyjny PCEN, Nr 73, Rzeszów 2013.</p> <p>Nowak A., Grywalizacja w edukacji wczesnoszkolnej możliwości wykorzystania metody w kształceniu uczniów klas 13, "Doświadczenia i propozycje naukowo-metodyczne", nr 63, 2017.</p> <p>Nowakowska O., Wszystko gra! gry miejskie w przestrzeni Warszawy, Homo Ludens, nr 1, 2011.</p> <p>Solska E., Historia w kulturze współczesnej, Lublin 2011</p>
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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