

Subject card

Subject name and code	Cyberculture and Computer Games, PG_00166231						
Field of study	Film and Audio-Visual Culture Studies						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2027/2028		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study Subject group related to practical vocational preparation		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	3		Language of instruction		Polish none		
Semester of study	5		ECTS credits		1.0		
Learning profile	practical		Assessment form		credit		
Conducting unit	Division of Film and Media -> Institute of Culture Studies -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Marta Tymińska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	15.0	0.0	0.0	0.0	0.0	15
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	15		1.0		9.0	25
Subject objectives	Introduce students to the history and theory of cyberculture, the most important thematic and aesthetic trends in computer game design, the games industry and qualitative-quantitative research, theories of games and play, the relationship between cyberculture and other strands of visual culture, the concepts of free culture and the cult of the amateur, and an analysis of the characteristics of network society.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[WOFKAL3_W14] He/she has systematic knowledge of methods of diagnosing needs and assessing the quality of services provided by film and media institutions.	Ma uporządkowaną wiedzę o metodach diagnozowania potrzeb i oceny jakości usług instytucji medialnych zajmujących się produkowaniem gier komputerowych.	[SW3] text preparation/written work [SW5] implementation of a problem task
	[WOFKAL3_W06] He/she has advanced knowledge of the structure and functions of media and film institutions.	Has advanced knowledge of the structure and functions of media institutions involved in game production.	[SW3] text preparation/written work [SW5] implementation of a problem task
	[WOFKAL3_W05] He/she knows professional terminology in the area of art sciences and cultural sciences, with particular emphasis on film studies and audiovisual culture.	Familiar with professional terminology in the arts and cultural sciences, with particular reference to cyberculture and computer games.	[SW1] oral statement/conversation/discussion [SW3] text preparation/written work [SW5] implementation of a problem task
	[WOFKAL3_W02] He/she has advanced knowledge of the historical and cultural context of cinema and the media and their relationship with other areas of science and areas of contemporary life.	Has advanced knowledge of the historical and cultural context of cyberculture and gaming.	[SW3] text preparation/written work [SW5] implementation of a problem task
	[WOFKAL3_U01] He/she can search, analyze, evaluate, select and use information using modern technologies and in accordance with the guidance of the supervisor/lecturer.	Is able to search, analyse, evaluate, select and use information on cyberculture and computer games using modern technology and according to the guidance of the tutor/lecturer.	[SU3] text preparation/written work [SU5] implementation of a problem task
	[WOFKAL3_U05] Developing his/her professional skills, he/she uses modern information technologies, multimedia and the Internet.	She is developing her skills in researching cyberculture and gaming, using modern information technology, multimedia and the Internet.	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work [SU5] implementation of a problem task
	[WOFKAL3_W01] He/she has a structured general knowledge of art and cultural sciences, oriented towards practical applications in cultural and artistic activities.	Has a structured general knowledge of cyberculture and video games, oriented towards practical applications in cultural and artistic activities.	[SW3] text preparation/written work [SW5] implementation of a problem task
	[WOFKAL3_K02] He is open to new ideas and ready to reformulate his position.	Is open to new ideas and ready to reformulate his position on cyberculture and gaming.	[SK1] oral statement/conversation/discussion [SK3] text preparation/written work [SK5] implementation of a problem task
	[WOFKAL3_W13] He/she has knowledge about the recipients of film culture.	Ma wiedzę o odbiorcach cyberkultury i osobach grających w gry komputerowe.	[SW1] oral statement/conversation/discussion [SW3] text preparation/written work [SW5] implementation of a problem task
	[WOFKAL3_W03] He/she has a well-organized knowledge of the history and principles of functioning of new media and the history of cinema.	Has a structured knowledge of the history and principles of new media, with particular emphasis on cyberculture and computer games.	[SW3] text preparation/written work [SW5] implementation of a problem task
	[WOFKAL3_U02] He/she is able to independently acquire knowledge and develop their skills in the area of film studies and audiovisual culture, including practical activities.	Able to independently acquire knowledge and develop their skills in the field of cyberculture and gaming, including practical activities.	[SU3] text preparation/written work [SU5] implementation of a problem task
Subject contents	The origins and development of cyberculture, digital image ontology, the Turing test, changing social paradigms, cyber entertainment, the development of culture and the arts and the manifestos of free culture, the internet and copyright and the protection of intellectual property, citizenship and online journalism, the dangers of the internet, fan fiction and other types of internet creativity, the cult of the amateur, violence in computer games, film versus computer games, the memisation of visual culture, cognitivism, e-learning.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	systematic preparation of topics indicated by the instructor (oral and written)	51.0%	30.0%
	credit paper	51.0%	20.0%
	attendance and active participation in classes	80.0%	50.0%

Recommended reading	Basic literature	Apperley, T., & Parikka, J. (2018). Platform Studies Epistemic Threshold. <i>Games and Culture</i>, 13(4), 349369. https://doi.org/10.1177/1555412015616509 Boellstorff, T. (2011). <i>VIRTUALITY Placing the Virtual Body: Avatar, Chora, Cypherg</i>. W Frances E. Mascia-Lees (Red.), <i>A Companion to the Anthropology of the Body and Embodiment</i> (s. 504520). Wiley-Blackwell. Boellstorff, T. (2012). <i>Dojrzewanie w Second Life: Antropologia człowieka wirtualnego</i> (A. Sadza, tłum.). Wydawnictwo Uniwersytetu Jagiellońskiego. Bogost, I., & Monfort, N. (2009). <i>Platform Studies Levels</i>. <i>Platform Studies</i>. http://platformstudies.com/ Bomba, R. (2014). <i>Gry komputerowe w perspektywie antropologii codzienności</i>. Wydawnictwo Adam Marszałek.
	Supplementary literature	Gałuszka, D. (2017). <i>Gry wideo w środowisku rodzinnym: Diagnoza i rekomendacje</i>. Wydawnictwo LIBRON Filip Lohner. Gee, J.P. (2004). <i>What video games have to teach us about learning and literacy</i> (1. paperback ed). Palgrave Macmillan. Horst, H. A., & Miller, D. (Red.). (2012). <i>Digital anthropology</i> (English ed). Berg. Kinder, M. (1991). <i>Playing with power in movies, television, and video games: From Muppet Babies to Teenage Mutant Ninja Turtles</i>. University of California Press. Kowert, R., & Quandt, T. (Red.). (2016). <i>The video game debate: Unravelling the physical, social, and psychological effects of digital games</i>. Routledge.
	eResources addresses	
Example issues/ example questions/ tasks being completed	Definition of cyberculture, cyberculture research methods, digital anthropology, platform studies, gamification - extended (game studies), fan studies and fan creativity (fan studies), digital and media literacy in education.	
Work placement	Not applicable	

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