University of Gdańsk

Subject card

Subject name and code	Research Project, PG_00189510		
Field of study	Historical game design		
Date of commencement of studies	October 2026	Academic year of realisation of subject	2027/2028
Education level	Bachelor's studies	Subject group	Obligatory subject group in the field of study Optional subject group
Mode of study	full-time studies	Mode of delivery	at the university
Year of study	2	Language of instruction	Polish Polish
Semester of study	4	ECTS credits	4.0
Learning profile	academic	Assessment form	credit
Conducting unit	Institute of History -> Faculty of History -> Rector		
Name and surname of lecturer (lecturers)	Subject supervisor	dr hab. Michał Mochocki	
	Teachers		

Lesson types

Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
Number of study hours	0.0	0.0	0.0	60.0	0.0	60

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	60	0.0	40.0	100

Subject objectives

Integration of interdisciplinary knowledge with practice in creating immersive and educational experiences based on history and developing research and design skills in the context of a historical role-playing game.

Learning outcomes

Course outcome	Subject outcome	Method of verification
[PGHL3_K01] Critically evaluates his/her own knowledge, demonstrating readiness to expand it and to seek expert advice when encountering difficulties in independently solving a problem.	The student analyses the strengths and weaknesses of their own research and design work, identifying the sources and expert consultations that informed it	[SK1] oral statement/conversation/ discussion
[PGHL3_U06] Prepares longer written works and a variety of shorter texts in Polish and/or English, correctly applying professional terminology and scholarly apparatus	Student creates utility (educational) and academic texts, using professional terminology and research methods	[SU3] text preparation/written work [SU5] implementation of a problem task
[PGHL3_W08] Explains the significance of knowledge from various disciplines used in the development of games focused on history and cultural heritage	Student applies the analysis and interpretation of historical sources for the needs of a historical-educational project	[SW3] text preparation/written work [SW5] implementation of a problem task

Subject contents

Collecting source and iconographic material.
Analysis of historical sources and information criticism
Working with values and attitudes from different historical periods.
Designing an educational experience (methodology of teaching by doing).
Elements of game studies methodology.

Prerequisites and co-requisites

<table>
<tr><td>Assessment methods and criteria</td><td colspan="2"><table>
<tr><th>Subject passing criteria</th><th>Passing threshold</th><th>Percentage of the final grade</th></tr>
<tr><td>Contribution to team research project</td><td>51.0%</td><td>75.0%</td></tr>
<tr><td>Project postmortem</td><td>100.0%</td><td>25.0%</td></tr>
</table></td></tr>
<tr><td rowspan="3">Recommended reading</td><td>Basic literature</td><td>Bowman, S. L., Diakolambrianou, E., & Brind, S. (Eds.). (2025). Transformative Role-playing Game Design. Uppsala University Publications.

Haarman, S. (Ed.). (2025). Education and analog role-playing games. Volume 1, Theory and pedagogy. CRC Press.

Fernández-Vara, C. (2024). Introduction to game analysis (Third edition). Routledge.

selected publications from the Reacting to the Past series</td></tr>
<tr><td>Supplementary literature</td><td>Haarman, S. (2026). Education and Role-Playing Games: TeachRPG - Tabletop Role-Playing Games in the Classroom, Vol II (1st ed). Taylor & Francis Group.

Zagal, J. P., & Deterding, S. (Eds.). (2024). The Routledge handbook of role-playing game studies. Routledge.

Mochocki, M. (2021). Role-play as a Heritage Practice: Historical LARP, Tabletop RPG and Reenactment. Routledge.

Keogh, B., Butt, M.-A., & Carter, M. (2026). Game Studies. A Critical Introduction to the Field. John Wiley & Sons.

Bowman, Sarah Lynne, Simon Brind, and Kjell Hedgard Hugaas, eds. (2026). Implementing Transformative Role-playing Games. Uppsala University.</td></tr>
<tr><td>eResources addresses</td><td></td></tr>
<tr><td>Example issues/ example questions/ tasks being completed</td><td colspan="2">How to select sources that will serve as the narrative and educational basis of the game?

How to present the values and attitudes of people from the past without simplifying or trivializing them?

What is the formula and structure of Reacting to the Past publications?

What theories support the use of role-playing games in historical and heritage education?</td></tr>
<tr><td>Work placement</td><td colspan="2">Not applicable</td></tr>
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