

**Subject card**

<b>Subject name and code</b>	Game Jam , PG_00190204						
<b>Field of study</b>	Historical game design						
<b>Date of commencement of studies</b>	October 2026	<b>Academic year of realisation of subject</b>				2027/2028	
<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>				1.0	
<b>Learning profile</b>	academic	<b>Assessment form</b>				credit	
<b>Conducting unit</b>	Faculty of Languages -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Marta Tymińska				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	0.0	0.0	30.0	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		0.0		0.0	30
<b>Subject objectives</b>	The aim of the course is to familiarize students with the methodology of game jams and techniques for rapid game prototyping in spontaneously formed teams.						
<b>Learning outcomes</b>	<b>Course outcome</b>		<b>Subject outcome</b>			<b>Method of verification</b>	
	[PGHL3_U07] Collaborates within a project team, coordinating individual and team work in the development of historical games		Is able to plan work within a time-limited event and in a spontaneously assembled team.			[SU5] implementation of a problem task [SU6] demonstration of practical skills [SU8] observation of student's independent or team work	
	[PGHL3_U02] Selects appropriate methods and tools, including information and communication techniques, to address specific problems		Is able to select appropriate methods and tools for working within a game jam.			[SU5] implementation of a problem task [SU6] demonstration of practical skills [SU8] observation of student's independent or team work	
	[PGHL3_W08] Explains the significance of knowledge from various disciplines used in the development of games focused on history and cultural heritage		Possesses advanced and interdisciplinary knowledge in game design on a given topic.			[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/report [SW5] implementation of a problem task	
<b>Subject contents</b>	Introduction to Game Jam Methodology Tools and Modes of Operation Team Building Developing a Game (Any Type) on a Given Topic Continuing and Evaluating the Project						

Prerequisites and co-requisites	The course is conducted in a weekend format or in continuous, full-day sessions during the week, in line with the game jam concept.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	active participation in classes	50.0%	40.0%
	ocena projektu końcowego	50.0%	40.0%
	aktywności dodatkowe poza game jamem	50.0%	20.0%
Recommended reading	Basic literature	<p>Bjork, S., &amp; Holopainen, J. (2005). <i>Patterns in game design</i> (1st ed). Charles River Media.</p> <p>Brathwaite, B., &amp; Schreiber, I. (with Charles River Media (Firm)). (2009). <i>Challenges for game designers</i>. Course Technology/Cengage Learning.</p> <p>Fullerton, T., Swain, C., &amp; Hoffman, S. (2008). <i>Game design workshop: A playcentric approach to creating innovative games</i> (2nd ed). Elsevier Morgan Kaufmann.</p> <p>Heussner, T., Finley, T. K., &amp; Lemay, A. (2015). <i>The game narrative toolbox</i>. Focal Press/Taylor &amp; Francis Group.</p> <p>Keogh, B. (2023). <i>The Videogame Industry Does Not Exist: Why We Should Think Beyond Commercial Game Production</i>. The MIT Press. <a href="https://doi.org/10.7551/mitpress/14513.001.0001">https://doi.org/10.7551/mitpress/14513.001.0001</a></p> <p>Milewski, P. (2023a). <i>Gamebook. Praxis. Podręcznik 2</i> (1. wyd., T. 3). Sesne Consulting: Popojutrze 2.0 - Kształcenie.</p> <p>Milewski, P. (2023b). <i>Gamebook. Praxis. Zeszyt ćwiczeń 2</i> (1. wyd., T. 4). Sesne Consulting: Popojutrze 2.0 - Kształcenie.</p> <p>Milewski, P., &amp; Tymińska, M. (2023a). <i>Gamebook. Theoria. Podręcznik 1</i> (1. wyd., T. 1). Sesne Consulting: Popojutrze 2.0 - Kształcenie.</p> <p>Milewski, P., &amp; Tymińska, M. (2023b). <i>Gamebook. Theoria. Zeszyt ćwiczeń 1</i> (1. wyd., T. 2). Sesne Consulting: Popojutrze 2.0 - Kształcenie.</p> <p>Selinker, M., &amp; Snyder, T. (with Weidling, G.). (2018). <i>Puzzlecraft. How to Make Every Kind of Puzzle</i> (F. Heaney, Red.). Lone Shark Games.</p> <p>Tekinbaş, K. S., &amp; Zimmerman, E. (Red.). (2006). <i>The game design reader: A Rules of play anthology</i>. MIT Press.</p>	
	Supplementary literature	Added on the go.	
	eResources addresses		
Example issues/ example questions/ tasks being completed	<p>How can we create a game based on a given theme?</p> <p>Methods of rapid prototyping</p> <p>What is a white prototype?</p> <p>What are hallway tests?</p>		
Work placement	Not applicable		

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