University of Gdańsk

Subject card

Subject name and code	Graduation Portfolio, PG_00191145		
Field of study	Historical game design		
Date of commencement of studies	October 2026	Academic year of realisation of subject	2028/2029
Education level	Bachelor's studies	Subject group	Obligatory subject group in the field of study
Mode of study	full-time studies	Mode of delivery	at the university
Year of study	3	Language of instruction	English
Semester of study	6	ECTS credits	1.0
Learning profile	academic	Assessment form	credit
Conducting unit			
Name and surname of lecturer (lecturers)	Subject supervisor	dr Ewelina Gdaniec	
	Teachers		

Lesson types

Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
Number of study hours	0.0	15.0	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	0.0	10.0	25

Subject objectives

Preparation of a final, public diploma portfolio in English documenting the student's competences as a historical game designer and readiness to enter the market, taking into account the commercialization framework and copyright and legal conditions.

Learning outcomes

Course outcome	Subject outcome	Method of verification
[PGHL3_W10] Explains the key economic, legal, and ethical conditions of professional activity related to the development of historical games, including fundamental concepts and principles of industrial property protection and copyright law	The student explains in English the basic economic, legal and ethical conditions for the development and implementation of a historical game, including: the principles of copyright, the basics of industrial property protection, types of licenses and consents, the principles of using archival materials and the ethical risks associated with the representation of heritage.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
[PGHL3_U05] Uses a foreign language at the B2 level of the Common European Framework of Reference for Languages (CEFR)	The student is able to use a foreign language fluently in the professional context of a historical game designer: creates coherent texts for a portfolio, presents the project in an advanced way in the form of a pitch, and answers questions (Q&A), using appropriate terminology and argumentation.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report
[PGHL3_K05] Identifies opportunities for commercial activity at the intersection of history, heritage, and interactive entertainment	At an advanced level, the student formulates a business decision regarding project implementation (go-to-market), indicating possible models of cooperation and financing as well as risks.	[SK2] presentation/project/paper/ report [SK6] demonstration of practical skills

<table>
<tr><td>Subject contents</td><td>1) Portfolio as a public "product" and proof of competence
• Portfolio strategy -> purpose (employment / freelance / publisher / museum) and audience personas
• Curating works: selecting at least 5 works (from the course of study + own projects), the "quality over quantity" principle, and consistency in the competence narrative
• Evidence-based portfolio: how to show evidence of the process (iterations, tests, research) and not just results
2) Advanced case studies. From research to design decisions
3) Demonstration materials and "showreel" (presentation quality)
• Preparing a set of assets,
• Style standardization: typography, formats, captions, alt-text, accessibility,
• Preparing an "offline" version (PDF / deck) as a backup for the presentation,
• For analog projects - test documentation, photos from the session, components, and a brief manual.
4) Professional profile and market communication
5) Commercialization and market fit
• Assigning each of at least 5 works to a potential market/client (B2B/B2C),
• Revenue and collaboration models,
• Positioning,
• Pricing logic (basic level): price range, scope, deliverables, "what's included."
6) IP, licenses, ethics, and integrity (public release standard)
• IP & credits: correct attributions, asset licenses, image rights, use of archival materials,
• Ethical risks,
• Transparency principles - what is owned, what is co-authored, what is licensed.
7) Pitch and portfolio defense. Presentation + Q&A
8) Public release and iteration after feedback. Peer review - feedback from the group according to the rubric (content, clarity, design, market fit, language), and iteration and final submission - revisions after review, publication of the final version.</td></tr>
<tr><td>Prerequisites and co-requisites</td><td></td></tr>
<tr><td>Assessment methods and criteria</td><td>
<table>
<tr><th>Subject passing criteria</th><th>Passing threshold</th><th>Percentage of the final grade</th></tr>
<tr><td>public presentation and publication of the portfolio</td><td>60.0%</td><td>40.0%</td></tr>
<tr><td>portfolio</td><td>60.0%</td><td>50.0%</td></tr>
<tr><td>active participation in classes, peer review feedback</td><td>60.0%</td><td>10.0%</td></tr>
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<tr><td>Recommended reading</td><td>
<table>
<tr><td>Basic literature</td><td>J.T. Torres, M.C. McKinley, From Review to Practice: Implementing ePortfolio Research in Professional Identity Formation, "International Journal of ePortfolio", 2023, 13(1), 19.

S. Carter, ePortfolios as a platform for evidencing employability and building professional identity: A literature review, "International Journal of Work-Integrated Learning", 2021, 22(4), 463474.</td></tr>
<tr><td>Supplementary literature</td><td>L. Holmes, Competing perspectives on graduate employability: possession, position or process?, "Studies in Higher Education", 2013, 38(4), 538554.

P. Landoni, C. DellEra, F. Frattini, A. Messeni Petruzzelli, R. Verganti, L. Manelli, Business model innovation in cultural and creative industries: Insights from three leading mobile gaming firms, "Technovation", 2020, 9293, 102084.

H. Coblence, V. Sabatier, Articulating growth and cultural innovation in art museums: Revisiting the business model, "International Studies of Management and Organization", 2014, 44(4), 925.</td></tr>
<tr><td>eResources addresses</td><td></td></tr>
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<tr><td>Example issues/ example questions/ tasks being completed</td><td></td></tr>
<tr><td>Work placement</td><td>Not applicable</td></tr>
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