University of Gdańsk

Subject card

Subject name and code	Portfolio, PG_00190262		
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
Mode of study	full-time studies	Mode of delivery	at the university
Year of study	2	Language of instruction	English
Semester of study	4	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

The aim of the course is to develop a professional portfolio of a historical game designer (PL+EN) and to prepare the student for market communication at the B2 level, including the presentation of own projects, service offerings and the identification of realistic monetization paths in the history and heritage sectors.

Learning outcomes

Course outcome	Subject outcome	Method of verification
[PGHL3_K05] Identifies opportunities for commercial activity at the intersection of history, heritage, and interactive entertainment	The student identifies potential customers, products/services and monetisation models for projects at the intersection of history, heritage and interactive entertainment and is able to briefly justify their choices.	[SK2] presentation/project/paper/ report [SK3] text preparation/written work [SK5] implementation of a problem task
[PGHL3_U05] Uses a foreign language at the B2 level of the Common European Framework of Reference for Languages (CEFR)	The student creates and presents (B2) a project portfolio in a foreign language, including project descriptions, an offer and an oral pitch, using correct language and industry terminology.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU3] text preparation/written work

Subject contents

Project Portfolio
- Problem and goal description, target audience, historical research
- Design mechanics and decisions
- Prototype/tests and conclusions
- "Difficult Heritage" component/ethics of representation

One-pager proposal a one-page proposal for the client (museum, school, NGO, tourism industry)
Elevator pitch
Personal brand starter pack
- Bio (short, medium, conference)
- CV/LinkedIn/About in English
- Glossary of personal competencies (skills matrix)

Market and commercialization map
- Customer segments (museums, local governments, education, tourism, game development)
- 3 revenue models (e.g., commissions, license, ticketed experience)
- Initial service pricing and package scopes

Communication package
- 2 sample business emails (inquiry, follow-up)
- Project description for the catalog/website

Prerequisites and co-requisites

Follows the subject of Fundamentals of Entrepreneurship

Assessment methods and criteria

Subject passing criteria	Passing threshold	Percentage of the final grade
portfolio and its presentation	60.0%	70.0%
case study, offer creation and pitch	60.0%	20.0%
work in classes, active participation in discussions and tasks	60.0%	10.0%

Recommended reading

Basic literature

Klimas P., Radomska J., Kościewicz D., Strzelec G., i Wrona S., What are the Drivers, Barriers, Mechanisms, and Anchors of cross-industry cooperation? The Perspective of the Video Game Industry Ecosystem, Games and Culture, 2025, s. 125.

Coughter P., The Art of the Pitch Persuasion and Presentation Skills That Win Business, Hampshire 2012.

Supplementary literature

A. Nucciarelli, F. Li, K.J. Fernandes, N. Goumagias, I. Cabras, S. Devlin, D. Kudenko and P. Cowling, *From value chains to technological platforms: The effects of crowdfunding in the digital game industry*, Journal of Business Research, 2017, 78, 341352.

R. Mason, C. Pegler and M. Weller, *E-portfolios: an assessment tool for online courses*, British Journal of Educational Technology, 2004, 35(6), 717727.

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

E. Loots and S. van Bennekom, *Entrepreneurial firm growth in creative industries: fitting in and standing out!*, Creative Industries Journal, 2022, 16(3), 123.

eResources addresses

Example issues/ example questions/ tasks being completed

Sample Problem-Based Questions
How can a historical game project be described so that it's understandable to a client outside of game development?
Which case study elements constitute "proof of competence" and which are merely narrative?
Which market segments actually purchase products at the intersection of heritage history and interactive entertainment, and why?
How does the value proposition change when the recipient is a museum versus a school or urban tourism?
How can ethical and representational risks in challenging heritage projects be communicated in a foreign language?
What should be presented in a portfolio as a process (iterations, tests) and what as a result (final artifact)?

Work placement

Not applicable

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