

Subject card

Subject name and code	Gamification in Education, PG_00205567						
Field of study	History						
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		
Semester of study	3	ECTS credits			2.0		
Learning profile	academic	Assessment form			credit		
Conducting unit	Division of Didactic History -> Institute of History -> Faculty of History -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Waław Kulczykowski				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	0.0	30.0	0.0	0.0	30
	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	30		2.0		18.0	50
Subject objectives	<p>The aim is to familiarize students with the issue of gamification as an educational method. Expanding knowledge about designing, creating and using games in school practice. Preparing students to use and practice innovative solutions and modern information technologies applications in teaching history. Developing skills related to individual and team preparation of an educational game scenario, including: ability to conduct discussions, present one's own concept and justify one's own position.</p>						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[HISTL3_K02] Is ready to fulfil social obligations, co-organise activities for the benefit of the social environment in the field of education and promotion of the historical and cultural heritage of Poland, region and Europe	Is ready to responsibly fulfill social obligations in the field of popularizing historical knowledge and promoting the cultural heritage of Pomerania, Poland and Europe	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[HISTL3_U07] Is able to plan and organise individual work and interact with others in teamwork	Is able to plan and organize individual work and cooperate with other people as part of team work	[SU8] observation of student's independent or team work
	[HISTL3_W07] Demonstrates knowledge of comparative European history and understands the links between the history of European integration and current social, economic and political issues Knows and understands to an advanced degree the main theories, research methods and tools of the historian's workshop	Knows various tools for the professional popularization of historical knowledge	[SW2] presentation/project/paper/report [SW5] implementation of a problem task
	[HISTL3_K01] Critically evaluates his/her knowledge, demonstrates a willingness to continually expand his/her knowledge and to seek expert advice if he/she has difficulty solving a problem on his/her own	Critically evaluates the knowledge acquired, shows readiness to constantly expand it and seek the opinion of experts in case of difficulties in solving the problem on one's own	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[HISTL3_W11] Knows and understands the basic economic, legal, ethical and other conditions of various professional activities related to history including the basic concepts and principles of industrial property protection and copyright law	Knows and understands the ethical conditions of activities related to the popularization of historical knowledge	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[HISTL3_W09] The student knows and understands the methods of analysing and interpreting historical sources, as well as their significance in historical research.	Understands the usefulness of historical sources in the professional popularization of historical knowledge	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
[HISTL3_U02] Is able to select appropriate methods and tools appropriate to the work of a historian (including advanced information and communication techniques)	Is able to correctly select and use appropriate tools to popularize history, including advanced information and communication techniques	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU5] implementation of a problem task [SU8] observation of student's independent or team work	
Subject contents	Workshop exercises: familiarizing students with the ways of using gamification as an educational method; presentation and use of games as a tool for transmitting historical knowledge; practical discussion of gamification tools and examples of historical games divided into types: computer games, board games, role-playing games, paragraph games, field games; presenting ways of creating the concept and scenario of one's own historical educational game and using it in educational practice; developing designs of your own gamification tools		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Activity in classes	50.0%	40.0%
	Individual or team preparation of a lesson plan based on gamification	50.0%	60.0%
Recommended reading	<p>Basic literature</p> <p>Osica N., Niedzicki W., Sztuka promocji nauki, Warszawa 2017. Popularyzacja nauk historycznych teoria i praktyka. Zbiór studiów, red. D. Gołaszewska-Rusinowska, M. Mielewska, T. Sińczak Toruń 2018. Siadkowski J., Grywalizacja w działaniu, dostępna w Internecie: https://www.dkkadr.waw.pl/wp-content/uploads/2019/11/Grywalizacja_v13.pdf Złotek M., Grywalizacja - wykorzystanie mechanizmów z gier jako motywatora do zmiany zachowania ludzi, Kraków 2017. Domańska E., Historie niekonwencjonalne. Refleksja o przeszłości w nowej humanistyce, Poznań 2006. Gra w historię, historia w grach, red. T. Bazylewicz, Ł. Hajdrych Poznań 2018. Historia w przestrzeni publicznej, red. J. Wojdon, Warszawa 2019. Państwo i Społeczeństwo, Teoretyczne i praktyczne aspekty grywalizacji, r. XVIII, nr 1, red. J. Aksman, J. Bierówka, Kraków 2018.</p>		

	Supplementary literature	<p>Brodzka-Bestry M., Gałaszewski D., Hajdukiewicz M., Ślady przeszłości gry terenowe po Warszawie, Warszawa 2008.</p> <p>Frąckowiak P., Historyczna gra miejska, http://www.historiaregionalna.pl/gra-miejska/ http://muzhp.pl/pl/c/1510/gry-miejskie .</p> <p>Kleszczyński B., Gry na lekcji historii i zajęciach pozalekcyjnych, Kwartalnik Edukacyjny PCEN, Nr 73, Rzeszów 2013.</p> <p>Nowak A., Grywalizacja w edukacji wczesnoszkolnej możliwości wykorzystania metody w kształceniu uczniów klas 13, "Doświadczenia i propozycje naukowo-metodyczne", nr 63, 2017.</p> <p>Nowakowska O., Wszystko gra! gry miejskie w przestrzeni Warszawy, Homo Ludens, nr 1, 2011.</p> <p>Solska E., Historia w kulturze współczesnej, Lublin 2011</p>
Example issues/ example questions/ tasks being completed	eResources addresses	
Work placement	Not applicable	

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