

Subject card

Subject name and code	Portfolio, PG_00073647						
Field of study	Historical game design						
Date of commencement of studies	October 2024		Academic year of realisation of subject		2026/2027		
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	5		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		2.0		15.0	32
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_K04] Is ready to think and act in an entrepreneurial manner	The student undertakes entrepreneurial activities by actively seeking opportunities for cooperation, preparing an offer and value argument, responding to customer objections, and iteratively improving the product/service based on feedback.	[SK2] presentation/project/paper/report [SK8] observation of student's independent or team work
	[PGHL3_U08] Can effectively plan and organize his/her work, independently acquiring and consolidating knowledge in an orderly and systematic manner	The student manages his/her own work in the project cycle: plans goals, schedule and milestones, prioritizes tasks, monitors progress, documents the process (including sources and decisions), independently acquires knowledge and implements it in iterations based on feedback and self-evaluation.	[SU2] presentation/project/paper/report
	[PGHL3_W10] Knows and understands the basic economic, legal, ethical and other conditions of various professional activities related to historical games, including the basic concepts and principles of industrial property protection and copyright law.	The student understands the basic economic, legal and ethical conditions of professional work in the field of historical games, including the principles of copyright and industrial property protection, and is able to relate them to the publishing and commercial presentation of projects in a portfolio.	[SW2] presentation/project/paper/report [SW5] implementation of a problem task
	[PGHL3_U05] Can speak a foreign language at the B2 level of the Common European Framework of Reference for Languages	The student prepares and presents professional portfolio materials for a historical game designer in a foreign language (B2): describes projects in the form of a case study, formulates an offer/one-pager, creates business correspondence and delivers a short pitch, using appropriate terminology from the field of history, heritage and game design.	[SU2] presentation/project/paper/report
	[PGHL3_K03] Is ready to initiate public interest activities in the protection and promotion of historical heritage at the local and regional level	The student recognizes and justifies possible directions of commercial activity in the area of historical games and heritage: identifies customer segments (e.g. cultural institutions, education, tourism, local governments, NGOs, gamedev), matches product/service forms to them (e.g. game, edularp, interactive exhibition, scenario, historical consulting) and indicates realistic monetization models (commission, license, ticketed experience, grant/partnership).	[SK2] presentation/project/paper/report [SK5] implementation of a problem task
Subject contents	1. Portfolio as a Marketing Tool What's the Difference Between an Academic and a Commercial Portfolio? Market Segments for Historical Games Choosing 2-3 Projects to Describe Building a Portfolio Based on Social Media LinkedIn and Its Role in Presenting Your Achievements 2. Case Study Working on the First Project Description 3. Offer and Monetization One-Pager (EN), Value Proposition, Deliverables Revenue Models and Typical Formats for Collaborating with Heritage Institutions Valuation Workshop (Forks, Packages) 4. Pitch and Client Communication Elevator Pitch, Q&A, Client Objections 5. Portfolio Composition and Publication Visual Consistency, Layout, Navigation Final Portfolio Review (Peer Review) Final Presentations (Pitch)		

Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	pitch	60.0%	20.0%
	portfolio building	60.0%	70.0%
	activity during discussions and feedback sessions	100.0%	10.0%
Recommended reading	Basic literature	P. Coughter, <i>The Art of the Pitch: Persuasion and Presentation Skills That Win Business</i> , New York, 2012. Royal Academy of Engineering, <i>Pitching for entrepreneurs</i> . Communication and pitching skills for entrepreneurs (open access teaching material online). N. Beckord, <i>How to Build the Ultimate Pitch Deck</i> (Foundersuite Guide, open access teaching material online). M. Peet, S. Lonn, P. Gurin, K. P. Boyer, M. Matney, T. Marra, S. Himbeault Taylor, and A. Daley, <i>Fostering Integrative Knowledge Through ePortfolios</i> , "International Journal of ePortfolio," 2011, 1(1), 1131.	
	Supplementary literature	E. Loots and S. van Bennekom, <i>Entrepreneurial firm growth in creative industries: fitting in and standing out!</i> , <i>Creative Industries Journal</i> , 2022, 16(3), 123. L. Cordie, J. Sailors, B. Barlow and J. S. Kush, <i>Constructing a Professional Identity: Connecting College and Career Through ePortfolios</i> , "International Journal of ePortfolio", 2019, 9(1), 1727. A. Chapman, <i>Digital Games as History: How Videogames Represent the Past and Offer Access to Historical Practice</i> , New York, 2016.	
	eResources addresses		
	Example issues/ example questions/ tasks being completed		
Work placement	Not applicable		

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