

Subject card

Subject name and code	Game jam II, PG_00073648						
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			Polish Polish Resources in English		
Semester of study	5	ECTS credits			1.0		
Learning profile	academic	Assessment form			credit		
Conducting unit	Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Marta Tymińska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	0.0	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		30.0	62
Subject objectives	The aim of the course is to expand students skills in game jam methodology and further develop their work. Introduction to the concepts of cozy game jams and design jams.						
Learning outcomes	Course outcome		Subject outcome		Method of verification		
	[PGHL3_U02] Can select and apply methods and tools (including advanced information and communication techniques) in a manner appropriate to the problem being solved		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] Has advanced interdisciplinary knowledge of various aspects of historical game development		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		
	[PGHL3_U07] Able to plan and organize individual work and interact with others in teamwork		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_K01] Critically evaluates his/her knowledge, demonstrates a willingness to constantly expand it and to consult experts when he/she has difficulty solving a problem on his/her own		Critically evaluates their knowledge of game jams and listens to experts in the field of rapid prototyping.		[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report [SK5] implementation of a problem task		

Subject contents	Review of game jam methodology topics Involving students in event organization Creating games based on a prompt Collaboration with entities: companies, cultural institutions, and educational organizations The future of game jam games		
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	Bjork, S., & Holopainen, J. (2005). <i>Patterns in game design</i> (1st ed). Charles River Media. Brathwaite, B., & Schreiber, I. (with Charles River Media (Firm)). (2009). <i>Challenges for game designers</i> . Course Technology/Cengage Learning. Fullerton, T., Swain, C., & Hoffman, S. (2008). <i>Game design workshop: A playcentric approach to creating innovative games</i> (2nd ed). Elsevier Morgan Kaufmann. Heussner, T., Finley, T. K., & Lemay, A. (2015). <i>The game narrative toolbox</i> . Focal Press/Taylor & Francis Group. Keogh, B. (2023). <i>The Videogame Industry Does Not Exist: Why We Should Think Beyond Commercial Game Production</i> . The MIT Press. https://doi.org/10.7551/mitpress/14513.001.0001 Milewski, P. (2023a). <i>Gamebook. Praxis. Podręcznik 2</i> (1. wyd., T. 3). Sesne Consulting: Popojutrze 2.0 - Kształcenie. Milewski, P. (2023b). <i>Gamebook. Praxis. Zeszyt ćwiczeń 2</i> (1. wyd., T. 4). Sesne Consulting: Popojutrze 2.0 - Kształcenie. Milewski, P., & Tymińska, M. (2023a). <i>Gamebook. Theoria. Podręcznik 1</i> (1. wyd., T. 1). Sesne Consulting: Popojutrze 2.0 - Kształcenie. Milewski, P., & Tymińska, M. (2023b). <i>Gamebook. Theoria. Zeszyt ćwiczeń 1</i> (1. wyd., T. 2). Sesne Consulting: Popojutrze 2.0 - Kształcenie. Selinker, M., & Snyder, T. (with Weidling, G.). (2018). <i>Puzzlecraft. How to Make Every Kind of Puzzle</i> (F. Heaney, Red.). Lone Shark Games. Tekinbaş, K. S., & Zimmerman, E. (Red.). (2006). <i>The game design reader: A Rules of play anthology</i> . MIT Press.	
	Supplementary literature	Added on the go.	
	eResources addresses		
Example issues/ example questions/ tasks being completed	How to collaborate with institutions within a game jam Organizing game jams Health and safety (H&S) in game jams The future of a game jam game Project development beyond the game jam		
Work placement	Not applicable		

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