

Subject card

Subject name and code	Team Project II, PG_00073596						
Field of study	Historical game design						
Date of commencement of studies	October 2025		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	2		Language of instruction		Polish		
Semester of study	3		ECTS credits		3.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Institute of History -> Faculty of History -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor						
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	0.0	0.0	45.0	0.0	45
	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	45		2.0		45.0	92
Subject objectives	The aim of the course is to provide practical training in team-based design and prototyping of a historical game within a several-week group project. Students will learn how to pitch ideas, prepare professional game documentation (GDD), and organize collaborative work using digital production tools like HacknPlan, following Kanban methodology. The course focuses on learning through practice and ends with the delivery and presentation of a completed game concept.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PGHL3_W07] Has advanced knowledge to analyze and interpret historical sources and understands their usefulness in the development of historical games	Translates historical knowledge into game ideas – from inspiration to structured GDD.	[SW2] presentation/project/paper/report
	[PGHL3_W08] Has advanced interdisciplinary knowledge of various aspects of historical game development	Understands how to integrate history, narrative, gameplay, and production from concept to final design.	[SW1] oral statement/conversation/discussion
	[PGHL3_K02] Is ready to fulfill social obligations, co-organize activities for the benefit of the social environment in the field of education and promotion of historical and cultural heritage of his/her region, Poland and Europe	Understands the potential of historical games as a form of storytelling and public engagement.	[SK2] presentation/project/paper/report
	[PGHL3_U07] Able to plan and organize individual work and interact with others in teamwork	Works effectively as part of a game development team – from pitch to final delivery – using tools like HacknPlan and Kanban methodology.	[SU2] presentation/project/paper/report [SU8] observation of student's independent or team work
	[PGHL3_U01] Uses his/her knowledge, is able to formulate and solve complex and unusual problems in the field of history, including the proper selection of sources of information and evaluate this information, conduct a critical analysis and synthesize it	Can analyze mistakes, scale the project properly, and deliver it on time.	[SU2] presentation/project/paper/report
Subject contents	Pitching and one-pager how to present a game idea in 12 minutes Creating a GDD documentation of a historical game project Fundamentals of teamwork in game production roles and responsibilities Introduction to HacknPlan and Kanban methodology hands-on practice with task boards Project planning and scaling prioritizing, scoping, goal setting Iteration and feedback reviewing results and adapting to change Testing and revision collecting feedback and polishing the project Final presentation and project submission showcasing the product and documentation Postmortem analyzing what worked, what didnt, and key takeaways		

Prerequisites and co-requisites	There are no formal prerequisites.		
	Recommended competencies include:		
	basic experience with historical source analysis,		
	ability to work in a team.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Assessment of the team's game concept (documentation, mockups, pitch)	51.0%	50.0%
	Instructor-supported postmortem (process reflection and analysis)	51.0%	50.0%
Recommended reading	Basic literature	Fullerton, Tracy. <i>Game Design Workshop: A Playcentric Approach to Creating Innovative Games</i> . Fifth edition. CRC Press, 2024	
		McCall, Jeremiah B. <i>Gaming the Past: Using Video Games to Teach Secondary History</i> . Second Edition. Routledge, 2023	
		Kramarzewski, Adam & De Nucci, Ennio. <i>Practical Game Design</i> . Packt Publishing, 2018	
		Engelstein, Geoffrey. <i>Game Production: Prototyping and Producing Your Board Game</i> . CRC Press, 2021	
	Supplementary literature	Ricchiuti, Diego. <i>Game Design Tools: Cognitive, Psychological, and Practical Approaches</i> . CRC Press, 2023	
		Suckling, Maurice. <i>Paper Time Machines: Critical Game Design and Historical Board Games</i> . Taylor & Francis, 2024	
	eResources addresses		
Example issues/ example questions/ tasks being completed	Prepare a pitch and one-pager for a historical game		
	Create a GDD including team roles and project stages		
	Use HacknPlan and Kanban to manage the production process		
	Iterate on the project based on internal testing and feedback		
	Deliver a team presentation of the finished concept or prototype		
	Conduct a postmortem and reflect on both team and individual contributions		
Work placement	Not applicable		

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