

Subject card

Subject name and code	Research Project, PG_00073641						
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		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	4		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	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		30.0	62
Subject objectives	Integration of interdisciplinary knowledge with practice in creating immersive and educational experiences based on history and developing research and design skills in the context of a historical LARP game.						

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	Student can analyze historical sources and use them to build a field game narrative.	[SW2] presentation/project/paper/report
	[PGHL3_U06] Is able to prepare written work and a variety of short texts in Polish and/or English, correctly applying professional terminology and scientific apparatus	Student creates correct utility texts: character cards, scenario description, instructions, using professional terminology.	[SU2] presentation/project/paper/report
	[PGHL3_K05] Is ready to perform professional roles responsibly and observe the professional ethics of a historian, as well as to demonstrate an understanding of the world of values and attitudes of people in different historical periods and contexts	The student responsibly processes historical content, considering its ethical significance and the world of values of the era.	[SK2] presentation/project/paper/report [SK3] text preparation/written 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	Student is able to use historical knowledge to create an educational game scenario, critically analyzing sources and urban space.	[SU1] oral statement/conversation/discussion
	[PGHL3_W08] Has advanced interdisciplinary knowledge of various aspects of historical game development	Student knows the interdisciplinary principles of educational game design and is able to apply them in practice.	[SW3] text preparation/written work
Subject contents	Introduction to the PBL method and edularp as a form of teaching history What is edularp? How to combine narrative, mechanics and educational purpose? Examples of city games and edularp. A research and historical walk around Gdańsk as a design basis Observation, documentation, mapping of space. Collecting source and iconographic material. Analysis of historical sources and information criticism How to select and evaluate sources for edularp? Synthesis of local knowledge with the game narrative. Designing the game world and character roles Creating the game's narrative structure: conflicts, tasks, heroes. Working with values and attitudes from different historical periods. Building game rules and mechanics Interactions, challenges, character cards, costumes, safety rules. Designing an educational experience (methodology of teaching by doing). Creating documentation and presenting the game Game master's guide, information card, instructions for the teacher. Presentation of the project in the group forum, testing selected fragments.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	EduLarp – group project	60.0%	90.0%
	Attendance	90.0%	10.0%
Recommended reading	Basic literature	M. Mochocki, Edu-Larp as Revision of Subject-Matter Knowledge, International Journal of Role-Playing 2013, dostępny online: https://www.researchgate.net/publication/256548071_Edu-Larp_as_Revision_of_Subject-Matter_Knowledge , dostęp z 3.05.2025. M. Mochocki, Larping the Past: Research 132 Report on High-School Edu-Larp, dostępny online: https://repozytorium.ukw.edu.pl/bitstream/handle/item/1492/Mochocki%20Larping%20the%20Pas%20Research%20Report%20on%20School%20Edu-Larp.pdf?sequence=1&isAllowed=y , dostęp z 3.05.2025.	
	Supplementary literature	Y. Kot, Educational Larp: Topics for Consideration. [In:] Wyrd Con Companion 2012, edited by Aaron Vanek and Sarah Lynne Bowman, 118-127. Los Angeles, CA: Wyrd Con, 2012. M. Mochocki, Role-Play as a Heritage Practice: Historical Larp, Tabletop RPG and Reenactment, dostępny online: https://www.researchgate.net/publication/344953821_Role-Play_as_a_Heritage_Practice_Historical_Larp_Tabletop_RPG_and_Re , dostęp z 3.05.2025.	
	eResources addresses		

Example issues/ example questions/ tasks being completed	How to transform the experience of a historical walk into an Edularp narrative? How to select sources that will serve as the narrative and educational basis of the game? How to present the values and attitudes of people from the past without simplifying or trivializing them? How to ensure a balance between immersion and the educational goal of the game? Tasks: Map of potential locations for the field game. Outline of the edularp scenario (goals, characters, conflicts, tasks). Presentation of the project with justification for historical and mechanical choices. Documentation of the finished game.
Work placement	Not applicable

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