

Subject card

Subject name and code	Innovative Methods for Promoting Research, PG_00073457						
Field of study	Historical game design						
Date of commencement of studies	October 2025		Academic year of realisation of subject			2025/2026	
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	1		Language of instruction			Polish	
Semester of study	1		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 Wacław Kulczykowski				
	Teachers		dr Wacław Kulczykowski				
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	Familiarizing students with the latest methods and tools for popularizing science.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PGHL3_U07] Able to plan and organize individual work and interact with others in teamwork	Is able to effectively plan, organize and implement projects popularizing science, both in individual and team work, using modern methods and tools	[SU8] observation of student's independent or team work
	[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 and use appropriate methods and tools, including advanced information and communication techniques, to effectively popularize science in various contexts and for various groups of recipients	[SU1] oral statement/conversation/discussion [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[PGHL3_W01] Knows and understands to an advanced degree selected facts, objects and phenomena, as well as methods and theories pertaining to them that explain the complex relationships between them, constituting basic general knowledge in the humanities	Knows and understands at an advanced level selected facts, objects and phenomena in the field of humanities, as well as methods and theories explaining the complex relationships between them, which enables effective popularization of science in various social and cultural contexts	[SW1] oral statement/conversation/discussion
	[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	Is ready to responsibly popularize science, observing the principles of professional ethics and demonstrating understanding and respect for the diversity of values and attitudes of people in various social and historical contexts	[SK1] oral statement/conversation/discussion [SK6] demonstration of practical skills [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	Is able to effectively plan and organize his work in the field of science popularization, independently acquiring and systematically consolidating knowledge using modern methods and tools	[SU8] observation of student's independent or team work
Subject contents	1. Introduction to the issue of science popularization and public history2. Why is it worth popularizing science?3. Determining and characterizing the group of recipients of popularization activities4. How to popularize the results of our research?:- traditional forms of popularizing science- modern forms of popularizing science- digital tools used to promote and popularize science5. How to measure the effects of our actions?		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Activity in classes	50.0%	30.0%
	Final project	50.0%	70.0%
Recommended reading	Basic literature	Demantowsky M., Public History and School: International Perspectives, De Gruyter Oldenbourg 2019 [dostęp przez Bibliotekę UG]Danilina, Y.V., Science Popularization as an Element of Innovative Communications, Scientific and Technical Information Processing 49, 2022, s. 21-29:https://link.springer.com/article/10.3103/S0147688222010051Santa Cruz L.M., Public engagement with science: Increasing the social value of science, Thesis for: MSc. Environmental Systems Analysis 2018: https://www.researchgate.net/publication/351823974_Public_engagement_with_science_Increasing_the_social_vD., Blok V., Coenen C., Kalloniatis C., KitsiouA., Mavroeidi A-G., Milani S. & Sitzia A., Responsible innovation at work: gamification, public engagement, and privacy by design, Journal of Responsible Innovation, 9:3, 2022, s. 315-343:https://www.tandfonline.com/doi/full/10.1080/23299460.2022.2076985Kulczykowski W., Archeolog w służbie zniszczonych cmentarzy. Drugi sezon prac konserwatorskich i edukacyjnych prowadzonych w 2015 roku na ewangelickim cmentarzu w Nowym Monasterzysku, gm. Młynary, pow. Elbląg, Gdańskie Studia Archeologiczne, t. 6, Gdańsk 2016, s. 219-241Wojdon J., Public history, czyli historia w przestrzeni publicznej, Klio - Czasopismo Poświęcone Dziejom Polski i Powszechnym, t. 34, nr 3, 2016, s. 254:https://apcz.umk.pl/KLIO/article/view/KLIO.2015.027/7711	

	Supplementary literature	Cyfrowy archeolog. Podręcznik promocji archeologii w nowych mediach, pod red. S. Zdziebłowskiego, Poznań 2014. History of TED, https://www.ted.com/about/our-organization/history-of-ted, 23.04.2020. 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. Burgess J., Green J., YouTube. Wideo online i kultura uczestnictwa, Warszawa 2011. Domańska E., Historie niekonwencjonalne. Refleksja o przeszłości w nowej humanistyce, Poznań 2006. Jarska L.M., Pracownik naukowy w mediach społecznościowych od popularyzacji nauki do kreowania wizerunku, Toruńskie Studia Bibliologiczne, t. 9, nr 2 (17), 2016, s. 201-238. Nowe Media i wyzwania współczesności, pod red. M. Sokołowskiego, Toruń 2013. Starzec A., Popularyzacja nauki w internecie, Stylistyka, t. 20, 2011, s. 175-191.
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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