University of Gdańsk

Subject card

Subject name and code	Funding and Career Options, PG_00215476						
Field of study	Historical Games and Digital Heritage						
Date of commencement of studies	October 2027		Academic year of realisation of subject		2027/2028		
Education level	Master'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		English		
Semester of study	2		ECTS credits		4.0		
Learning profile	academic		Assessment form		credit		
Conducting unit							
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	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		20.0		60.0	110
Subject objectives	The course aims to prepare students for informed academic and professional career planning and the development of projects in the games and cultural heritage sectors. Students explore funding models, budgeting, cross-sector collaboration, and legal and ethical considerations, while developing project funding proposals and individual competence development plans.						

Learning outcomes

Course outcome	Subject outcome	Method of verification
[GHDCMU2_U07] Uses English in oral and written academic and professional communication at a level of at least B2+ (CEFR), incorporating specialized terminology related to history, game studies, and digital heritage.	Communicates in written and spoken English at level B2+ or higher.	[SU1] oral statement/conversation/ discussion [SU3] text preparation/written work
[GHDCMU2_K03] Develops concepts for research, creative, and research-and-development initiatives that address various goals and needs, including commercial projects and activities serving the public interest.	Contributes to the development of a research, creative, or R&D project involving history or heritage, proposing a realistic budget and funding model and justifying its commercial or social value to potential partners.	[SK2] presentation/project/paper/ report [SK5] implementation of a problem task [SK8] observation of student's independent or team work
[GHDCMU2_U09] Plans one's own learning and that of others in the context of academic and professional development, based on identified competency needs, while defining goals, learning methods, and criteria for assessing progress.	Develops a short- and long-term development plan aligned with selected career goals, based on an analysis of their own competence development needs, available further education options and funding prospects.	[SU2] presentation/project/paper/ report [SU5] implementation of a problem task
[GHDCMU2_W06] Explains the economic and organizational conditions surrounding research and development ventures and creative projects within the gaming and heritage sectors, including cross-sector collaboration, funding sources, and career paths.	Compares the business and organisational models of different projects in the games and heritage industries, with attention to funding sources, cross-sector collaboration and available career paths.	[SW1] oral statement/ conversation/discussion [SW5] implementation of a problem task
[GHDCMU2_W05] Discusses the legal, ethical, and social considerations surrounding the use of history and heritage in research and creative work, covering topics such as copyright, the provenance of resources, conflicts over memory, and the responsible use of artificial intelligence.	Discusses legal, ethical and social aspects of using history and heritage, drawing on examples of selected creative and research and development projects in the games and digital heritage sectors.	[SW1] oral statement/ conversation/discussion [SW5] implementation of a problem task

Subject contents

1. Career ecosystems in games and heritage: studios, museums, NGOs, academia, public institutions, and self-employment.
2. Project models: commercial, public, social, and hybrid; cultural value and financial viability.
3. Funding: grants, commissions, publishers, investors, sponsorship, crowdfunding, and earned income.
4. Project planning: audiences, partners, budgets, timelines, risks, eligibility, and sustainability.
5. Business cases and applications: value proposition, impact indicators, pitching, and negotiation.
6. Law and ethics: intellectual property, source provenance, contested memory, accessibility, and AI.
7. Careers: professional roles, employment models, portfolios, networking, skills, and mobility.
8. Development planning: skills gaps, goals, independent learning, and supporting team learning.

Prerequisites and co-requisites

Assessment methods and criteria

Subject passing criteria	Passing threshold	Percentage of the final grade
Career plan	51.0%	40.0%
Grant proposal & project pitch	51.0%	60.0%

Recommended reading	Basic literature	1. Dalla Chiesa, C. and Rykkja, A. (eds) (2026). *Cultural Funding and Financing: A Guide to New and Traditional Models in Arts and Culture*. Palgrave Macmillan. https://doi.org/10.1007/978-3-031-96696-5 2. Ricchiuti, D. and Henley, J. (2025). *The Game Business Guidebook: What to Do When Nobody Wants Your Game*. CRC Press. 3. OECD (2022). *The Culture Fix: Creative People, Places and Industries*. OECD Publishing. https://doi.org/10.1787/991bb520-en 4. Legault, M.-J. and Weststar, J. (2024). *Not All Fun and Games: Videogame Labour, Project-based Workplaces, and the New Citizenship at Work*. Concordia University Press. 5. Osterwalder, A. and Pigneur, Y. (2010). *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. John Wiley & Sons. 6. Bacigalupo, M., Kampylis, P., Punie, Y. and Van den Brande, G. (2016). *EntreComp: The Entrepreneurship Competence Framework*. Publications Office of the European Union. https://doi.org/10.2791/593884
	Supplementary literature	1. Lazzaro, E. (2026). 'Digital Funding and Financing in Museums and Cultural Heritage'. In C. Dalla Chiesa and A. Rykkja (eds), *Cultural Funding and Financing*, pp. 301–320. Palgrave Macmillan. https://doi.org/10.1007/978-3-031-96696-5_13 2. UNESCO (2026). *Re|Shaping Policies for Creativity: We Share, We Act, We Build*. UNESCO. https://doi.org/10.58337/DQDA4649 3. Kerr, A. (2017). *Global Games: Production, Circulation and Policy in the Networked Era*. Routledge. 4. Schramme, A., Müller, U., Verboven, N. and D'hoore, L. (eds) (2025). *Cultural Philanthropy and Entrepreneurship*. Routledge.
	eResources addresses	
Example issues/ example questions/ tasks being completed	**Grant application and project pitch.** Working in a team, prepare a short grant application for a historical game or digital heritage project. Define the purpose, audience, partners, schedule and budget. Explain why the chosen grant is a better fit for the project than an alternative source of funding. Identify one legal or ethical risk associated with using history or heritage and propose a way to mitigate it. Pitch the project briefly in English and answer the question: Why should a potential partner support this project? **Individual career plan.** Choose a professional role in the games or heritage sector. Identify gaps in your skills and prepare a short- and long-term development plan in English. Specify how you will learn, identify possible sources of funding, and define criteria for assessing your progress.	
Work placement	Not applicable	

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