Detaljni izvedbeni plan

Akademska godina: 2026/2027	**Semestar:** Ljetni
Godina studija: 1	**Studij:** Psihologija (R) (izborni) (Prijediplomski)

I. OSNOVNI PODACI O KOLEGIJU

Naziv kolegija: Psychology of Games and Play	
Kratica kolegija: IZBP263	
ECTS bodovi: 4	**Šifra kolegija:** 280122
Preduvjeti za upis kolegija: Nema	
Ukupno opterećenje kolegija	
Vrsta nastave	**Ukupno sati**
Predavanje	30
Seminar	15
Mjesto i vrijeme održavanja nastave: HKS – prema objavljenom rasporedu	

II. NASTAVNO OSOBLJE

Nositelj kolegija	
Ime i prezime: Brkljačić Tihana	
Akademski stupanj/naziv:	**Izbor:** naslovni redoviti profesor
Kontakt e-mail: tihana.brkljacic@unicath.hr	**Telefon:**
Konzultacije: Prema objavljenom rasporedu	
Suradnici na kolegiju	

III. DETALJNI PODACI O KOLEGIJU

Jezik na kojem se nastava održava: English	
Opis kolegija	In the focus of this course is play in all its manifestations. While the course primarily deals with psychological aspects of play, it often borrows ideas and theories from other disciplines including philosophy, anthropology, ethnology, zoology and computer sciences. Therefore, the students will get a comprehensive overview of play dynamics in various aspects of life.

Očekivani ishodi učenja na razini kolegija	1. Define various concepts related to psychology of game and play; 2. Analyse historical, cultural, gender, age and personality differences in playful attitudes and behaviour; 3. Compare various forms of play; 4. Explain importance, benefits and threats of different types of play in childhood, adolescence and adulthood; 5. Create playful learning and work setting; 6. Explain the role of play in therapy; 7. Describe current theories and research on expertise of professional players;
Literatura	
Obavezna	1. Brown, S. (2009). Play. How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul. New York, NY: Avery, Penguin Group. 2. Dankiw, K. A., Tsiros, M. D., Baldock, K. L., & Kumar, S. (2020). The impacts of unstructured nature play on health in early childhood development: A systematic review. PloS one, 15(2), e0229006. https://doi.org/10.1371/journal.pone.0229006 3. Kalliala M. (2007). Play culture in a changing world. Maidenhead, Berkshire, UK. Open University Press.
Dopunska	1. Bekoff, M., Byers, J. A. (Eds.). (1998). Animal play: Evolutionary, comparative, and ecological perspectives. Cambridge University Press. 2. Cattanach, A. (2003). Introduction to play therapy. Brunner-Routledge. 3. Clark, C. (2017). Play and Wellbeing (1st ed.). Taylor and Francis. Retrieved from https://www.perlego.com/book/1497763/play-and-wellbeing-pdf 4. Csikszentmihalyi, M. (2014). Play and Intrinsic Rewards. In: Flow and the Foundations of Positive Psychology. Springer, Dordrecht. https://doi.org/10.1007/978-94-017-9088-8_10 5. Huizinga, J. (1955). Homo ludens; a study of the play-element in culture. Boston: Beacon Press. ISBN 978-0-8070-4681-4. 6. Kernan M. (2007). Play as a Context for Early Learning and Development. Dublin, Ireland. National Council for Curriculum and Assessment. 7. Sutton-Smith, B. (1997). The Ambiguity of Play. Harvard University Press. https://doi.org/10.2307/j.ctv1q16s5b 8. Zosh, J. M., Hirsh-Pasek, K., Hopkins, E. J., Jensen, H., Liu, C., Neale, D., Solis, S. L., & Whitebread, D. (2018). Accessing the Inaccessible: Redefining Play as a Spectrum. Frontiers in https://doi.org/10.3389/fpsyg.2018.01124 psy
Način ispitivanja i ocjenjivanja	

Polaže se DA	**Isključivo kontinuirano praćenje nastave** NE	**Ulazi u prosjek** DA

Preduvjeti za dobivanje potpisa i polaganje završnog ispita	Regular class attendance (at least 70%). Obtaining a minimum of 35% points during classes through assigned course activities.
Način ocjenjivanja	Excellent (5) – 90-100% Very Good (4) – 80-89.9% Good (3) – 65-79.9% Satisfactory (2) – 50-64.9% Fail (1) – 0-49.9%
Način polaganja ispita	**Teaching activities**: lectures, workshops, partial e-learning, demonstration, discussions, case studies, multimedia, problem solving. **Final exam:** minimum 50% score required to pass

Detaljan prikaz ocjenjivanja unutar Europskoga sustava za prijenos bodova

ACTIVITY TYPE	ECTS Student Workload Coefficient	GRADE PERCENTAGE (%)

Class attendance	0.4	10
Seminars	0.6	15
Individual assignments	0.6	15
Group project	0.6	15
Midterm exam	0.6	15
Total in Class	**2.2**	**70**
Final Exam	1.2	30
TOTAL ECTS **(Classes + Final Exam)**	**4**	**100%**

IV. TJEDNI PLAN NASTAVE

Predavanja

#	Tema
1	Definitions of game and play. History of games and play. Comparative research on play. Theories of purpose of play. Motivation to play. Homo Ludens.
2	Role of play in social, emotional and cognitive development.
3	Development of play during childhood. Theories of child play.
4	Types of games and play.
5	Digital games: distinction, importance, benefits and threats.
6	Sex, age and cultural differences in play.
7	Personality traits, temperament and tendency to play.
8	Humour and playfulness.
9	Adult play. License to play. The fun theory.
10	Play, deprivation of play, and quality of life and well-being.
11	Games as tools for teaching.
12	Games as tools to increase work motivation and work satisfaction. Playful environments.
13	Games and play in treatment of physically and mentally challenged people.

14	Games in psychological research of artificial intelligence, perception, learning and memory processes, logical reasoning and decision making.
15	Psychology of professional players, research on expertise.
Seminari	
#	**Tema**
1	Seminars related to Definitions of game and play. History of games and play. Comparative research on play. Theories of purpose of play. Motivation to play. Homo Ludens.
2	Seminars related to the role of play in social, emotional and cognitive development.
3	Seminars related to development of play during childhood.
4	Seminars related to types of games and play.
5	Seminars related to digital games: distinction, importance, benefits and threats.
6	Seminars on the topic of differences in play.
7	Seminars on the topic of personality traits, temperament and tendency to play.
8	Seminars on the topic of humor and playfulness.
9	Seminars on the topic of adult play.
10	Seminars on play, deprivation of play, and quality of life and well-being
11	Seminars presenting games as a teaching tool.
12	Seminars on the topic of playful work environments
13	Seminars on the topic of games and play in treatment of physically and mentally challenged people.
14	Seminars on the topic of using games in psychological research.
15	Seminars on the topic of psychology of professional players, research on expertise.