
Ludic strategy and ludological studies in glottodidactics: Inspirations, research and perspectives

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Abstract

Ludology, known also as games research and game studies, has gained throughout decades an increasing popularity all around the world among scholars dealing with various ludic activities and researching them from numerous perspectives. Ludologists originate from innumerable disciplines encompassing sciences, social sciences and humanities, among others including linguistics, applied linguistics and glottodidactics. In every country there are to be found outstanding researchers in this field inspiring by their impressive achievements next generations of followers. One of them, in Poland, is Prof. Teresa Siek-Piskozub from Adam Mickiewicz University in Poznań. The aim of this article is to present selected examples of the influence of her work on both individual and global academic, educational, organisational and institutional enterprises initiated by scholars conducting research in the field of games and broadly perceived ludic phenomena, as well as educators and practitioners.

Keywords

ludology, games research, game studies, ludic strategy, ludic techniques, glottodidactics, Games Research Association of Poland, Technique of Role-Playing Games

Introduction

Although games and plays have been present in human life since prehistoric times, and the use of ludic techniques (the term – together with ‘ludic strategy’ – was coined, both in the context of glottodidactics, by Siek-Piskozub 1993, 1995, 2001) including games, play, simulations and music in education dates back to the ancient times (Siek-Piskozub 1995, 2001), the first calls for the rise of an academic discipline under the name of ‘ludology’ meant to be describing the science of games and play research (together with the term ‘ludologist’ referring to games researchers) appeared widely about twenty years ago (Frasca 1999, 2003). Coining of the term itself was at first applied to researchers such as Markku Eskelinen, Jesper Juul, Gonzalo Frasca and Espen Aarseth (and also to the crew of the *Game Studies* journal composed mainly of the same people), though it had never been used by the last one in any of his writings and none of them admitted its authorship. Frasca used it with the intention “to describe a yet nonexistent discipline that would focus on the study of game in general and videogames in particular” (Frasca 2003: 2). Yet, as finally in 2003 Juul, reminded by Lars Konzack (another famous games researcher), recollected and mentioned on his academic weblog “The Ludologist” (www.jesperjuul.net/ludologist) the term had been used, albeit rarely and with a different meaning, as early as in 1982 by a distinguished Hungarian psychologist Mihaly Csikszentmihalyi in his article “Does being human matter – on some interpretive problems of comparative ludology” (published in *Behavioral and Brain Sciences*, Volume 5, No. 1, 1982).

Despite the hybrid linguistic nature of the term ‘ludology’, not necessarily accepted by all Latin and Greek philologists, until now it has gained popularity and acceptance of games researchers worldwide. The term, namely, is a neologism, as it consists of two words, one derived from the Latin word *ludus* (*ludere*) – ‘to play’ which was used in ancient Rome to cover the entire, large area of games and playing, and the other – Greek word – *logos* among numerous other meanings referring to reason and science and in the contemporary form of ‘-logy’ serving to coin names of academic disciplines. At the same time another term existed in Latin – *iocus* (*iocari*) – however it referred to the much narrower sphere of jokes and mischief. Yet, surprisingly, it is the latter that with time expanded its meaning to ‘play’ and ‘to play’ and was transferred to Romance languages and transformed into the contemporary *jeu* (*jouer*) in French, *giuoco* (*giocare*) in Italian, *juego* (*jugar*) in Spanish, *jogo* (*jogar*) in Por-

tugese and *joc* (*juca*) in Romanian¹. Incidentally, many European languages do not distinguish between 'play' and 'game', thus, there is one word – *Spiel* – for both in German, *spel* in Dutch, *igra* in Russian and – as mentioned above – *jeu* in French. Moreover, even if there are two separate words like in English or Polish *zabawa* (for play) and *gra* (for a game) their semantic fields are not always identical (cross-linguistically). Besides, the meanings of both terms often overlap even within the same language causing misunderstandings among researchers within a single language, let alone across languages. Therefore, in the literature of cultural studies, psychology, sociology or pedagogy both terms coexist and very often are used interchangeably without defining either, in spite of numerous attempts from the perspectives of multiple disciplines². The opponents of the term 'ludology' for the discipline researching games postulate a purely Greek one – 'paidology' (Gr. *paidiá* – game, play) as more correct. However, in this case it would be difficult to distinguish it from the already existing discipline dealing with the study of the nature of children (Gr. *paideia* – child-rearing, education). This is most probably one of the main reasons why it is the former term not the latter which has been widely accepted as the name of the discipline. Another, but rather peripheral, reason for the choice of the Latin element might be the official English name of one of the most popular, classic board games – *ludo* (obviously, of Latin origin), based on *Pachisi* that originated in ancient India (known in Germany as *Mensch ärgere Dich nicht* [Eng. 'Do not get angry', literally: 'Do not get angry, man' or 'Do not get angry, buddy'] and adequately in many European countries) and hence the obvious connotation with games, at least for the speakers of English.

1. Ludological studies in Poland – a brief overview

It has been quite a long time since the first ludological, as we would call them now, publications by Johan Huizinga (1985) [1938] and Roger Caillois (1997) [1958], although the authors would not have called themselves ludologists then, as the term was not yet known in their times. However, until now, the two authors have been perceived as the founding fathers of an academic discipline (formally or informally existing at universities and high school politi-

¹ Examples after Siek-Piskozub (1995: 16).

² To mention the most eminent researchers: Austin (1962), Berne (1999), Caillois (1997), Elkonin (1978), Goffman (2000), Huizinga (1985), Okoń (1995), Piasecki (1922), Sułkowski (1984), Znaniecki (1974).

cal systems in numerous countries of the world³) which happens to be called different names nowadays – ludology, games research, game studies and others (with adequate various local versions of the name in different countries). Games research all around the world – including Poland – has rapidly evolved since their times, it has broadened its scope by phenomena not known then like digital games and role-playing games, and has spread in many areas of everyday life and academic interests. Games have been the central subject of studies of Polish and foreign culture researchers (e.g. Eskelinen 2002; Szeja 2004; Mäyrä 2008; Urbańska-Galanciak 2008; Bomba 2014), media researchers (e.g. Sitarski 2002; Konzak 2003; Juul 2005; Filiciak 2006, 2013; Jenkins 2007; Frasca 2007; Järvinen 2007), literature researchers (e.g. Aarseth 1997; Stasieńko 2005, 2017; Mochocki 2007; Zarzycka 2009; Kubiński 2016; Majkowski 2019) and representatives of innumerable other disciplines such as sociology, psychology, philosophy, sciences and life sciences (e.g. to be found in multidisciplinary conference papers published by modern ludological associations founded in 21st century like DiGRA⁴: Mäyrä 2002; Raessens and Copier 2003; de Castell and Jenson 2005; Baba 2007; Atkins, Kennedy and Krzywinska 2009, or GRAP⁵: Surdyk 2007b; Surdyk and Szeja 2007, 2008a, 2008b; Homo Ludens 2015a, 2015b, 2016, 2017, 2018, 2019).

Within decades, together with the development of technology, and generally – our civilisation, in the spheres of sciences, social sciences and humanities (including linguistics, applied linguistics and glottodidactics) the multiplicity of ludic activities has gained interest of innumerable researchers who have contributed to the growth of this discipline and its importance, among them being Prof. Teresa Siek-Piskozub affiliated currently at the Faculty of English of the Adam Mickiewicz University in Poznań, Poland. Her works (e.g. Siek-Piskozub 1993, 1994, 1995, 2001, 2002, 2007), as we are going to show in the following sections of the present paper, have contributed to the development of games research within glottodidactics and ludology as such (Surdyk 2009; Jacko

³ Ludology or games research/game studies is not encountered in the current Polish high school system of education as a separate academic discipline, but e.g. in the Scandinavian countries it is possible to gain the PhD academic degree in “computer games” (see e.g.: Järvinen, Frasca and others), further described, in more detail, in Surdyk (2009).

⁴ Digital Games Research Association, characterised closely in: Surdyk (2009, 2011).

⁵ Games Research Association of Poland (PL: *Polskie Towarzystwo Badania Gier*) mentioned below.

2016; Kliš-Brodowska 2016), in Poland and abroad⁶, and has inspired individuals (including the present author) as well as wider groups of academics and practitioners (eg. game designers) to take further steps in the field to integrate, share knowledge, experience, outcomes of own research and propagate the discipline. Namely, the growing interest in game studies led a group of Polish games researchers to the foundation of Games Research Association of Poland (GRAP) (Pl. *Polskie Towarzystwo Badania Gier*) in 2004 which was registered in 2005 in Poznań, Poland. As it defines itself (Surdyk 2011: 279):

PTBG is the first academic ludological society in Poland. It gathers scholars and students of numerous universities, different specializations (linguistics, theory of literature, sociology, psychology, philosophy, history, economy, computing, and other sciences and arts) and professions, as well as practitioners – game players and game designers, dealing with broadly perceived game issues especially Role-Playing Games and computer games.

The aim of the association is to popularise and develop knowledge of games, both in theoretical (interdisciplinary, as well as from the point of view of particular disciplines) and practical (creating and distributing games; didactic applications) perspective. Games Research Association of Poland has an ambition for its members to establish valuable scholarly theoretical assumptions and introduce innovative practical solutions.

The association organises – alone and through cooperation with academic institutions – meetings, conventions, conferences, workshops, courses, trainings and other enterprises related to games research.

Its intention is to popularise and publish ludological academic works written in Poland. PTBG propagates the idea of games as a form of creative use of time, intends to present proposals concerning application of games in didactics and pedagogy to the Ministry of Education and raises interest in games via different media including the internet.

The association will also take a stand in public matters related to games. It is planning to cooperate with similar scientific/scholarly societies, organisations and institutions in Poland and abroad.

⁶ Siek-Piskozub's book (1995) has been so far translated into foreign languages inspiring scholars outside Poland.

Together with the foundation of the association in 2004, and even before its registration in 2005, its Managing Board decided about the initiation of a cycle of international academic conferences under a common title “Culture-Generative Function of Games”, with following publications to start the process of integration of games researchers in Poland and abroad and mark the existence of a new academic association gathering ludologists in this part of Europe. So far, since 2005, fifteen conferences have been organised under the following subtitles:

1. The Game as a Medium, Text and Ritual

Poznań 19–20 November 2005,

www.gry2005.konferencja.org

2. Game in the Education, Media and Society

Poznań 25–26 November 2006,

www.gry2006.konferencja.org

3. The Civilization of Fun and Games or the Fun and Games of Civilization? The Role of Games in Contemporary Culture

Poznań 24–25 November 2007,

www.gry2007.konferencja.org

4. The 21st Century – the Century of Games? The Usefulness of Games in Exploring and Shaping of Social Phenomena

Poznań 22–23 November 2008,

www.gry2008.konferencja.org

5. Social and Academic Status of Ludology

Poznań 17–18 October 2009,

www.gry2009.konferencja.org

6. Between Pleasure and Usefulness

Poznań 13–14 November 2010,

www.gry2010.konferencja.org

7. Perspectives on the Development of Ludology

Poznań 18–19 November 2011,

www.gry2011.konferencja.org

8. The Ludologist at University and Beyond

Poznań 24–25 November 2012,

www.gry2012.konferencja.org

9. Applied Games and Gamification

Poznań 16–17 November 2013,

www.gry2013.konferencja.org

10. Game-based learning / Game-biased learning

Poznań 15–16 November 2014,

www.gry2014.konferencja.org

11. Methods of Games Research

Poznań 21–22 November 2015,

www.gry2015.konferencja.org

12. Entertainment - Education – Industry

Poznań 24–25 October 2016,

www.gry2016.konferencja.org

13. Game Technologies from the Cultural Perspective

Poznań 18–19 November 2017,

www.gry2017.konferencja.org

14. Fun - Education - Sport? The Place of Games in Contemporary Culture

Poznań 17–18 November 2018,

www.gry2018.konferencja.org

15. Games and Playing as Entertainment, Education and Art

Poznań 16–17 November 2019,

www.gry2019.konferencja.org

Selected papers read at the first conference in 2005 were published in Surdyk (ed.) 2007b and Surdyk and Szeja (eds.) 2007, while selected papers read at the second (2006) and fourth (2007) conference were published adequately in Surdyk and Szeja 2008a and 2008b. Since 2009, on the initiative of the present author, the association has been publishing its own journal *Homo Ludens* and until 2019 twelve issues have been released. The journal, which is the first and only ludological academic journal in Poland, has its recipients and readers all around the world (Marszałkowski 2011). Professor Siek-Piskozub was a keynote speaker during the first conference initiating the cycle (Siek-Piskozub 2007) and in 2011 she accepted honorary membership of the Games Research Association of Poland.

2. The ludological legacy in the Institute of Applied Linguistics at Adam Mickiewicz University in Poznań⁷

The Institute of Applied Linguistics (IAL) of the Faculty of Modern Languages and Literature of Adam Mickiewicz University in Poznań (formerly The Chair of Glottodidactics and Translation Studies – Pl: *Katedra Glottodydaktyki i Translatoryki* – KGiT), can be proud of a long history of ludological research and academic activity in this area in teaching foreign languages. It was in KGiT where in the years 1987–1995 Prof. Teresa Siek-Piskozub (an unquestionable authority in the sphere of ludic strategy) wrote her postdoctoral dissertation entitled *Gry, zabawy i symulacje w procesie glottodydaktycznym* (Siek-Piskozub 1995). The book became an inspiration for creating in the academic year 1999/2000 – on the initiative of the Head of the Chair, Prof. Izabela Prokop, and according to a syllabus designed by her – Postgraduate Studies of Glottodidactics addressed to German teachers, within which two glottodidactic meetings were organised, both completed with publications (cf. Prokop 2001; Hostyński 2003). Soon after studies began at post graduate level, obligatory subjects discussing ludology and ludic strategy phenomena were incorporated into the B.A. and M.A. programmes of philology-applied linguistics courses (e.g. “Fringe methods” – lectures and exercises in extramural M.A. studies), in which among other aspects general ludology and ludic strategy phenomena were discussed. There were also optional classes offered, presenting theoretically and practically the applications of the Technique of Role-playing Games (cf. Surdyk 2003, 2006) (“Role-playing games in a foreign language classroom – mastering in oral communication”) and educational computer and online games (e.g. “Multimedia in foreign language didactics”). Besides, it was in IAL where the first scholarly circle of PTBG was created, and the institute has been a co-organiser of the association’s conferences cycle entitled “Culture-generative Function of Games”⁸ since its beginning i.e. 2005, an international workshop⁹, and numerous guest lectures and workshops for workers and students of ILS have been organised. Also here, within the first two issues of the

⁷ A modified and updated version of a fragment of Surdyk 2011 has been used in this section.

⁸ Pl. “Kulturotwórcza funkcja gier”. So far fifteen conferences have been organised – see www.gry.konferencja.org for their internet addresses.

⁹ In 2007, on “Educational games in prevention of infectious diseases” with guests from Health Education Department of Ashanti Regional Health Promotion Centre (Department of Ministry of Health) from Ghana, Africa.

newly opened then series of the institute – *Language – Culture – Communication* (Waldemar Pfeiffer ed., currently edited by Izabela Prokop and Aldona Sopata) – a two-volume publication containing papers read at the first conference was released (Surdyk ed. 2007, Surdyk, Szeja eds. 2007). Finally, in 2009, on a motion put forward by the author of the present article, the Centre for Ludological Studies in Glottodidactics and Intercultural Communication was founded. It was the first academic unit with ‘ludology’ in the name, in Poland and most probably in the world¹⁰. Its workers deal with ludological research collaboratively or individually, in their doctoral and postdoctoral dissertations and in didactics (in practical language classes, B.A. and M.A. seminars and other philological subjects). They are interested especially in the area of ludic strategy within the title field of research¹¹ as well as in broadly perceived ludology as game research. The center cooperates with PTBG and among its workers there are members-founders, members of PTBG, members of Advisory Board of *Homo Ludens* and regular guests of the association’s annual international academic conferences. Beginning with the academic year 2009/2010 there were introduced two post-graduate mastering courses for foreign language teachers: “Constructing educational games in teaching foreign languages” and “New technologies in teaching foreign languages” conducted by specialists from PTBG. The foundation of the centre was a crowning of the long-lasting academic and didactic activity of individuals and groups of workers of the institute in the sphere of ludology, with strong connection with glottodidactics and intercultural communication or intercultural glottopedagogy (term coined by Waldemar Pfeiffer). In 2012 the name of the centre was shortened to the form of Centre for Ludological Studies and finally, in 2019, it co-created, by a fusion – with the Department of Intercultural Communication of IAL – the **Department of Intercultural Communication and Ludological Studies**¹² and its workers continue their research and didactic work in the field, as well as their activities within the common enterprises of IAL and GRAP enumerated above.

¹⁰ Despite the fact that ludological research, games research, game studies are more and more popular and widespread at different universities in the world.

¹¹ E.g. didactic games, communication/linguistic games and other ludic techniques in teaching foreign languages and intercultural communication.

¹² PL: *Zakład Komunikacji Interkulturowej i Badań Ludologicznych*.

3. Research inspirations

Professor Siek-Piskozub's academic activity inspired not only collaborative organisational and institutional enterprises described briefly above but also individual researchers including the author of the present article. It was him who, after a three-year research, completed in 2003 his doctoral dissertation (Surdyk 2003) entitled *Gry fabularne na lektoracie a autonomizacja studenta* (Eng. *Role-playing games in a foreign language classroom and the autonomisation of the student*) in which he described an innovative, autonomising, communicative Technique of Role-playing Games (TRPG) designed by him. The typology of ludic techniques in foreign language teaching by Siek-Piskozub (1995, 2001) served to identify its nature and character (Surdyk 2007a: 147-150).

Among the most important ludic techniques distinguished by Siek-Piskozub (2001: 34; in Surdyk 2007a: 147-150) there can be found pure forms and in-between forms containing all or some features characteristic of at least two pure forms. They are:

- pure play;
- pure game;
- pure simulation;
- an as yet unnamed in-between form of game and play;
- simulation games;
- an as yet unnamed in-between form of play and simulation (interaction of participants in an imaginary situation, not necessarily being a reflection of real life e.g. staging of fairy tales, role-playing in a completely imaginary situation).

Pure kind of play is characterised by dissimilarity to common, serious life (in other words fictionality and performing of a given activity for the pleasure of the playing people), and also limitations in time and space. Pure play is typical of children, it can also be practiced by adults at moments free from work and education. Play activities specified by the rules in which competition and/or cooperation constitute a condition of achieving a goal, from a significant, di-

dactic point of view, can find application in school processes of teaching, not only children, but learners of any age.

Pure kind of game is characterised by two elements: rules and competition of players. Unlike in pure games in didactic games the element of competing carries only a motivating function. It is essential in them to strive for winning, trying different strategies of game and not choosing the most appropriate one from the beginning. Game, like play, is not characteristic of children exclusively, and in the didactic perspective can be successfully applied to all age groups of learners.

Pure kind of simulation is characterised by dynamics and the fact that the situation presented must be semi-realistic or must imitate reality. It has its application in science (analysis of a process), technology (analysis of working of machines), and also in professional training. In the former case its participants, thanks to manipulating of the simulation model, learn the rules and relations within the situation being modelled. Against some specialists, claiming simulation to be a serious activity as opposed to play, Siek-Piskozub, noticing its application to didactics, rates it among ludic strategy, emphasising its features of play according to an extensive definition by a Dutch culture-studies specialist Huizinga (Lipoński 2015). Learners freely take certain roles in simulations they play in conditions limited by time and space according to accepted rules. It is assisted by tension concerning its outcome and satisfaction from a solved problem, and consciousness of dissimilarity to 'common life' manifested, among others, by the fact of not suffering the consequences of incorrect manipulation of the model.

An in-between form of game and play has not been named so far. Similarly as play, it is an activity different from serious life, limited in time and space by given rules. The element of competition among the players, however, is unnecessary. They can cooperate with one another striving to realise a goal, therefore they can so to speak play/act against the game system.

Simulation games are an in-between form of simulation and game. They bear characteristic features of games in the form of competition and rules and simulations – they represent a realistic situation in the course of its action, so possess the feature of dynamics.

An in-between form of play and simulation, as yet unnamed, is an interaction of participants in an imaginary situation, not necessarily being a reflection of real life (staging of fairy tales, role-playing in a fully imaginary situation and happenings).

Simulations of game or play character can be used in general education including language teaching. Simulated activities in an imaginary situation allow the participants to enter complex interactions, compelling them to be creative also when it comes to the language used in them.

In view of the above we daresay that the TRPG combines elements of play, game and simulation. Like play, it can be pleasurable because of performing and participating in it only. However, it is governed by certain rules, though quite flexible, which explains its name but unlike pure games it does not always have to lead to winning especially if applied in education. The very fact of having realised a scenario and having successfully reached its end, without braking the plot, can be perceived as a victory. Therefore the question of competing is not so strongly stressed, which makes the TRPG more accessible and safer from a psychological point of view, for students who are discouraged from active participation by the necessity to compete. Needless to say, presence of elements of simulation and role-playing in the TRPG is evident. It is, though, by its complexity and almost limitless possibilities, much more interesting and exciting than simple simulations and role-plays. From a technical point of view, yet, TRPG differs from these by presence of the leading person – so-called game master – who co-creates the plot together with participants – players. To depict the above assumption concerning the place of the TRPG among ludic techniques we will use a modified diagram by Siek-Piskozub, presenting the mutual relations of their main types. Basically the only modification is the placing of TRPG in the central area of the diagram which has not been occupied by any other in-between technique so far. This way we would like to underline the existing and noticeable similarities of features of the TRPG and the remaining pure and in-between ludic techniques and its flexibility in application. However, the diagram should not be perceived literally as the graphic setting does not reflect the relations precisely but only symbolically. Similarly, as it cannot be said that any of the in-between forms contain exactly equal measures of the pure types, placing the TRPG in the geometrical centre of the diagram does not mean that it possesses an equal amount of features of all the other techniques. The exact proportions of the shared features cannot and

will never be measured precisely. Besides, in our opinion there is no such need, as all of the techniques had existed perfectly in didactics before they were defined, though some of the definitions, until today, may not be satisfactory for many specialists, yet they still exist and work efficiently. Moreover, their strength lies in their flexibility and fluctuating proportions and the main focus of the shared features of the pure techniques.

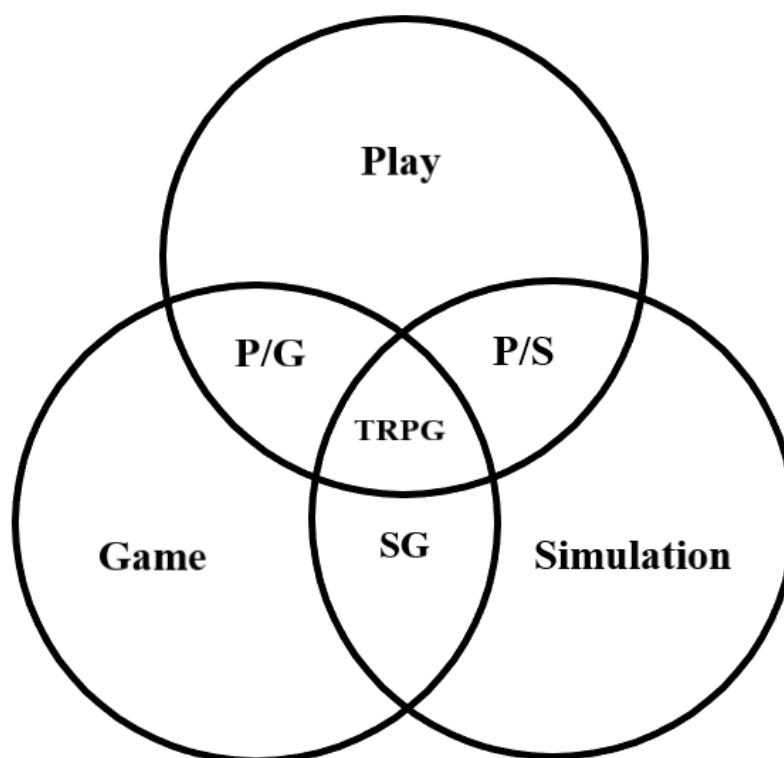
Abbreviations:

SG – simulation games

TRPG – technique of role-playing games

P/S – an in-between form of play and simulation

P/G – an in-between form of play and game



*Figure 1: Mutual relations of main ludic techniques
(Surdyk 2007a: 150, based on modified diagram in: Siek-Piskozub 1995: 29).*

A more detailed characteristics of the Technique of Role-Playing Games is to be found in Surdyk 2002, 2003, 2004, 2006, 2007 and 2011. Yet, the author did not stop at designing this ludic technique applicable in glottodidactics. Years later he became a co-designer of three educational board games. “Odkrywcy internetu” (“Discoverers of the Internet”), “Hrabia” (“The Count”) and “Pociąg do Zakopanego” (“Train to Zakopane”). The first one was produced in 2014 by *Wojewódzka Biblioteka Publiczna i Centrum Animacji Kultury* (The Regional Public Library and Culture Animation Center) in Poznań as a result of an educational project aiming at broadening the knowledge of children and teenagers about the dangers of the internet¹³. The other two games were released adequately in 2018 and 2019 by *Fundacja Zakłady Kórnickie* and concern activities and accomplishments of count Zamoyski, a Polish patriot acting in the 19th and 20th century and the initiator of the foundation.

Conclusions

Ludology, or whatever next generations of researchers identifying themselves with it will call it, as an academic discipline dealing with research of broadly perceived ludic phenomena (including first and foremost games, play and simulations), is still growing, developing and forming, undergoing transformations and evolution, becoming more specific. Although game studies themselves have a long history and games researchers have been active since the beginning of the previous century, only now – in the 21st century – it has reached a stage at which it gains respect of the world of science. The founding fathers of the discipline would never imagine in how many directions it would spread, raising research interest in games and other ludic activities as social (Krawczyk, Dudziński 2016), psychological (Siek-Piskozub 2016b), philosophical (Jacko 2015), linguistic (Figus 2017), educational (Siek-Piskozub 2015a, 2015b, 2016a; Siek-Piskozub, Jankowska 2015; Szeja, Surdyk 2018), culture-generative, artistic (Strużyna 2015), economic, political, legal, sports and other phenomena. Moreover, there still arise new areas of research in the field of ludology such as, for instance, the issue of gamification (Łupkowski, Wietrzycka 2015; Wawrzyniak, Marszałkowski 2015; Swacha 2016) applicable in almost all spheres of human life, including education.

¹³ Available to download for free from the site of WBPiCAK: <https://wbp.poznan.ekursy.eu/course/view.php?id=27>.

However, without leading, distinguished and outstanding scholars such as Prof. Teresa Siek-Piskozub, paving the way to further research and inspiring next generations of scientists and academic associations to be active in the field, explore and cultivate the area, allowing for integration and exchange of thoughts of vast masses of academics and practitioners (and 'pracademics' – being both – academics and practitioners), it would never reach its academic status. That is why the present article is meant to be a tribute to Prof. Siek-Piskozub, in the year of her anniversary, in recognition of merit for ludology – ***Ad multos annos, Professor!***

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