

UGFH1000 In Dialogue with Humanity invites students to read the classics in the humanities. From the past experience, students are very active to engage in these discussions but find it difficult to have in-depth exploration. In light of this, we have initiated the UGFH1010 Beyond the Dialogue with Humanity project to provide further understanding of the selected text, which may include the background, the analysis of the text from another aspect.

Students expressed that these modules provided them a deeper understanding to the texts. They reported that they gain more knowledge of the context of different texts. They also feel inspired by different interpretations of the core text.

*I am a Christian and I am familiar with the Bible. The micro module (of Bible) shows me another viewpoint to this text, which gives me a refreshing and inspiring idea in understanding religion. (Female, Year1 student of Social Science (Broad-based Admission))*

*The micro module on Rousseau's Social Contract is eye-opening. The speaker cited various philosophers which some of them really praised Rousseau, some of them said Rousseau was a totalitarian. And these arguments encouraged me to re-examine those arguments I learnt in class. (Female, Year1 student of Gerontology)*

Students found some texts in the syllabus unfamiliar because of the cultural gap, for instances, *Symposium* and *Qu'ran*. Students reported that knowing more about the context help them read.

*Especially the text (Symposium) provided in the textbook is in English, it is so hard to enter the world of Plato. This micro module gave me an overview of the Greek context and I feel easier to get into the text. (Female, Year1 student of Chinese Language and Literature)*

In the course, students need to write reflective journal and term paper. Students are required to make their own argument and opinion on these texts. This project also can serve the function of “writing companion”.

*It helps me write as a “muse” – the discussion (in micro module of social contract) stimulated me to think and deepen my original viewpoint. (Male, Year2 student of Mathematics and Information Engineering)*

An important advantage of online lecture is that it does not tie to a particular time and place. Students can access to KEEP platform whenever they need it.

*I was not able to join writing workshop or Peer Assisted Study sessions of UGFH. It became an easily accessible supplementary material for me. (Female, Year1 student of Journalism)*

Students also made few suggestions for further development of this project. As the course *In Dialogue with Humanity* contains 11 texts, and the project only covered 5 texts. For future development, students expressed their need to have more clips on abstract texts.

*Texts like the Wealth of Nation, On Liberty and 1844 are difficult as they contains a lot of concept, a deeper discussion and analysis about them will be great. (Male, Year1 student of Pharmacy)*

We hope that this project can continue to develop and become a set of useful resources to help students think “Beyond the Dialogue with Humanity”.