**Tentative Syllabus for**

 **RNK-PHIL 545: Teaching Science through Five-Dimensional (5D) Thinking Approach**

(3 credits (ECTS 8 credits); 90 mins of class time per weekly lecture for a 14-Lecture semester, 3+0)

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| **Course description** | This course is designed to provide writing and teaching skills for science subjects through the five dimensional (5D) thinking approach. It is a practical course, not a theoretical one. Though it is not necessary, you are recommended to take theoretical course (RNK-PHIL 543) before taking this one. The course will consist of three parts. First, we will provide a quick overview of theoretical and methodological foundation of 5D thinking approach. Second, we will review several examples of 5D thinking writings. Third, we will have you individually and as a group practice 5D thinking approach through weekly writing assignments. We will review and discuss your writing assignments in class to give you feedback for improvement. Once it is ready, we will publish your 5D writings on the 5D thinking website. 5D thinking approach is a way to read beings and events in the name of God through perceiving their connection with God and communicated messages from God. We will use 5D thinking model as a socio-epistemological perspective to read the universe like an elegant book. The model assumes that God speaks through His words in various revelations and through His works in His creative acts in the universe. It aims to derive God’s character lessons embedded in scientific studies of the universe. It will link Divine acts manifested in the universe to various Divine names and attributes. The 5D thinking model consists of the following thinking dimensions:The first dimension (analytical/scientific thinking) demonstrates how to filter embedded atheistic ideology from modern scientific knowledge. It explores a particular cosmic phenomenon based on scientific understanding without ascribing the ultimate reality to material causes, nature, or chance. The second dimension (analogical thinking) compares and contrasts the observed phenomena in the cosmos with human-made phenomena for better comprehension. This dimension is based on the phenomenological approach, assuming that the knowledge of the self is the key to learn everything else. It provides a useful analogy that helps readers learn and interpret unknown phenomena through their knowledge of known phenomena. The third dimension (critical thinking) helps readers question how the observed phenomena might have come into existence. Through critical thinking, it encourages readers to question material causes, natural properties and chance as possible sources of our observed reality. It aims to guide readers beyond material causation and natural properties to pursue hidden realities.The fourth dimension (meditative thinking) helps readers seek the Maker of the observed phenomena and understand the hidden messages/meanings of His acts. It makes an argument that given the interconnectivity of everything in the universe, the Maker of one thing is the Maker of everything. It also shows how to read God’s knowledge by reflecting on His works in the universe like a meaningful book.The fifth dimension (moral thinking) encourages readers to reflect on the benefits of the observed phenomena and emphasizes how everything is custom-made for a specific beneficial outcome. It encourages readers to reflect on God’s creation as a unique and precious gift for them and/or others. It guides them on how to derive character lessons from the observed phenomena as a result of the contemplation included in the previous dimensions. It invites them to feel sincere appreciation for the special gifts granted by the Most Merciful and Most Kind. It encourages them to show kindness to others through good character.In short, the course through 5D thinking approach aims to develop positive views of science from a holistic perspective, as a means for deriving better character lessons. It will show how to gain those lessons by studying the universe for both instrumental and meditative knowledge.  |
| **Course objectives** | The course aims to provide a practical skill of using 5D thinking approach in writing and teaching science topics through the five-dimensional (5D) thinking approach to derive character lessons from existing scientific knowledge. The program outputs will likely help scientists, educators, and researchers to learn how to apply 5D thinking approach to the knowledge in their areas of expertise. They are expected to learn how to develop educational materials using 5D thinking approach.  |
| **Prerequisites** | RNK-PHIL 543 (recommended, not required) |
| **Textbook** | Selected chapters from “Said Nursi and Science in Islam: Character Building through Nursi’s Mana-i-harfi" by Necati AydinSelected applied topics from Risale-i Nur Selected chapters from 5D Thinking Workbook I on Brain and Five SensesSelected chapters from 5D Thinking Workbook II on the Earth and Five Cycles |
| **Assessment & evaluation** | Reading reflections (15%) and discussion forum and learned lessons (15%), Attendance and participation (10%), Writing assignments (60%) |
| **Attendance** | Required through Zoom |
| **Medium of instruction** | English |
| **Leading Instructor** | Prof.Necati Aydin |
| **Guest instructors** | Prof.Yunus Cengel Ms.Nadine KamalProf.Abdulaziz Berghout |

**Tentative Course Content**

(May be modified to suit needs)

(During a 14 week-semester, there will be two classes each week. Each class will be 90 mins in total.

Classes start at 16:00 Istanbul Time; 14:00 London Time; 9:00 am New York Time: 21:00 Kuala Lumpur Time)

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| **Topics** | **Learning Objectives & Description of Topics** | **Reading assignments and Guest instructors** |
| **Lecture 1**Introduction and overview | Outline the objectives of the course. Share information about the ongoing 5D Thinking workbook project. Discuss the expected learning outcomes. Provide overview of the course content, teaching strategies, assessment.  |  |
| **Lecture 2**Theoretical and methodological background for 5D thinking approach | Cover the problem of secularizing various aspects of contemporary knowledge. Discuss theoretical and methodology foundation of 5D thinking approach.Define 5D thinking approach along its five componentsGive examples for each dimension of 5D thinkingEstablish relationship between 5D thinking approach, mana-i harfi, niyyah, and nazaarDiscuss the importance of 5D thinking approach for new understanding of science and character development | Chapter 1 of Said Nursi and Science in Islam |
| **Lecture 3**Example of 5D thinking approach in Nursi’s writings | Covering selected excerpts from Nursi in the light of 5D thinking approach to see how Nursi covers scientific knowledge through his mana-i harfi approach | 6th Topic from Staff of MosesFootnote on 32nd Word |
| **Lecture 4**Example of understanding biology through 5D Thinking approach | Cover two chapters: human brain and eyes.When covering “Human eyes and sense of sight”, Provide a practical example of 5D thinking approach with the following objectives:Explore basic scientific knowledge about how the eyes works (analytical thinking)Compare the eyes to a camera to better comprehend the eyes through analogy (analogical thinking)Engage in critical thinking in terms of understanding the necessary conditions for the emergence of the eyes vs. a camera (critical thinking)Arrive to logical conclusion about the Maker of the eyes along His manifested messages in His act of creating the eyes (meditative thinking)Reflect on the value of the eyes as a special gift from the Most- Kind and respond with good character (moral thinking) | Chapter 1: 5D Thinking on Human BrainChapter 5: 5D Thinking on Human Eyes |
| **Lecture 5**Example of understanding physics through 5D Thinking approach | Cover one chapter from Workbook II on The Earth and Four CyclesDiscuss the chapter titled 5D Thinking on Water Cycle |  Water Cycle |
| **Lecture 6**Practicing 5D thinking writing in class  | Share tips for writing and teaching science topics using 5D thinking approachPractice 5D thinking writing in class | Chapter 5 of Said Nursi and Science in Islam |
| **Lecture 7**Reviewing/Discussing 5D thinking blog articles |  Review 5D thinking blog articles currently posted on the website | Reflection on the three Blog articles |
| **Lecture 8**Reviewing/Discussing student writings of 5D thinking approach | Review 5D thinking topics written by participants | Weekly 5D thinking writing or review assignments |
| **Lecture 9**Reviewing/Discussing student writings of 5D thinking approach | Review 5D thinking topics written by participants  | Weekly 5D thinking writing or review assignments |
| **Lecture 10**Reviewing/Discussing student writings of 5D thinking approach  | Review 5D thinking topics written by participants | Weekly 5D thinking writing or review assignments  |
| **Lecture 11**Reviewing/Discussing student writings of 5D thinking approach  | Review 5D thinking topics written by participants | Weekly 5D thinking writing or review assignments |
| **Lecture 12**Reviewing/Discussing student writings of 5D thinking approach | Review 5D thinking topics written by participants | Weekly 5D thinking writing or review assignments  |
| **Lecture 13**Reviewing/Discussing student writings of 5D thinking approach | Review 5D thinking topics written by participants | Weekly 5D thinking writing or review assignments  |
| **Lecture 14**Reviewing/Discussing student writings of 5D thinking approach  | Review 5D thinking topics written by participants | Weekly 5D thinking writing or review assignments |