

THE 5D THINKING NEWSLETTER

A UNIQUE APPROACH TO READ THE UNIVERSE



Special read: **Scientific Discoveries Help Us to Understand Existence and God's Presence** by Dr. Bilal Malik

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- *"What about spiritual literacy?"* by **Dr. Colin Turner**
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Welcome to the twentieth edition of **The 5D Thinking Newsletter!**

Dear Subscriber,

Welcome to the twentieth edition of the 5D Thinking newsletter!

In this issue, you will find a brief summary and link to the 5D thinking topic "the Nitrogen Cycle" where we take the time to reflect on nitrogen and its amazing journey to support living beings.

Also in this edition, in his "What about Spiritual Literacy" Dr. Colin Turner emphasizes on the negative effects of spiritual illiteracy, indicating how deadly it can be.

In "The Majestic Land Mammals", Saba Irshad Ansari takes you on a journey to reflect on the creation of Elephants from the 5D approach. Moreover, Dr. Bilal's article on the latest images from the James Webb Telescope will make you delve deeper into the divine unity behind such wonderful phenomena.

In this issue, you can also read Ms Uzma Ahmed's review of IIK's Teacher Training Programs conducted this past summer.

Remember, you can unsubscribe at any time by clicking on the link at the end of the newsletter. We hope to continue to inspire you with the Five Dimensional (5D) Thinking Approach to education.

5D Thinking Approach on the Nitrogen Cycle

Life could not exist without nitrogen. It is an essential element for the building block of living cells. The good news is that nitrogen is everywhere. It is in plants we eat, in the water we drink, and in the air breathe. It is the most abundant element on our planet. Plants cannot grow with too little nitrogen and they can die with too much of it. Nitrogen has strange properties. It can support life or destroy it if it is used for bombs such as the massive one that exploded in Beirut.

In this topic, we will explore the nitrogen cycle to understand its importance for life.

In the **first** dimension, Analytical Thinking, we explore how important nitrogen is for all living beings. We track the nitrogen cycle through several interconnected stages such as nitrogen fixation, nitrification, assimilation, and denitrification. We also cover some interesting scientific facts about nitrogen and its cycle.

Next, in the **second** dimension, Analogical Thinking, we compare the nitrogen cycle to the paper recycling process. We conclude that it took thousands of years to come up with recycling after the collaborative works of thousands over the ages. Meanwhile, we have discovered that more efficient recycling such as the “nitrogen cycle” has been in place to support life for thousands of years.

Then, in the **third** dimension, Critical Thinking, we engage in critical thinking to find out how the nitrogen cycle might have happened. When we realize that the artificial recycling systems that exist today (such as paper recycling systems) were invented by scientists with access to cumulative knowledge, technology, resources, and manpower, we are led to wonder about the Maker of one of the Earth’s flawless recycling systems- the Nitrogen Cycle.

In the **fourth** dimension, Meditative Thinking, we realize that When we look closely at the Nitrogen Cycle, we can see the marks of its Maker within its inner workings. We conclude that the Maker of nitrogen is the Creator of the Earth and all that lives in it. This is because our Creator knows the need of the inhabitants of this Earth for nitrogen. The Maker of nitrogen must also be the Creator of the universe from which it originated.

Finally, in the **fifth** dimension, the Moral Thinking dimension, we invite readers to remember that the continuous cycling of nitrogen from one form to another in the Nitrogen Cycle is designed for our survival on Earth. If we granted Nobel Prize to those who came up with a system to convert nitrogen into ammonia, shall we not offer our appreciation to the one who employs billions of bacteria to do the same job for free for millions of years?

To read more about the 5DT approach to the , please [click here](#).

What about spiritual literacy?

Dr. Colin Turner

Modern civilisation takes great pride in its various campaigns to eradicate illiteracy, with governments and their education systems spending millions of dollars each year teaching people how to read. Yet while those same people are learning the alphabet of their mother tongue and how to pronounce words correctly, they are at the same time being actively discouraged – by the same governments and education systems - from learning to read the one book which, if understood and interpreted correctly, would give them true liberation from ignorance and spiritual poverty. And that book is the book of the universe; every letter, word, sentence, paragraph, page and chapter reflects the names and attributes of the Creator of the universe, indicating crucial truths about our relationship with Him and our place in the cosmic order.

What good is there in being able to read “War and Peace” or “Harry Potter” but not being able to understand the meaning of the countless Divine ‘words’ which make up the world around us and everything in it? What point is there in being able to read a physics textbook to know what protons and neutrons are if we are unable to read the text of the human soul to know what a human being is and why we have been placed here in this arena of trial and examination? What possible benefit is there to be had from learning to read the words of the daily newspaper to understand the meaning of world events when we are being actively indoctrinated to ignore the words of the Creator – words which tell us not only the meaning of world events but also the meaning of life and existence itself? Literary illiteracy is indeed unfortunate and must be eradicated. But spiritual illiteracy is not only unfortunate but also potentially deadly, for it threatens to destroy not only our temporary contentment in this world but also our everlasting happiness in the world to come.



Integration of Scientific Knowledge and Revelation in Said Nursi

Dr. Necati Aydin

In his youth, Nursi was amazed by scientific knowledge and thought it served as a stairway to the truth and understanding of God. Therefore, he passionately dedicated his time to studying science, even memorizing some textbooks. However, he later recognized that scientific knowledge was taking him away from God. After carefully reviewing the problem, which took 30 years, he realized that the problem was not with pure scientific knowledge. Instead, the problem is that the embedded secular ideology comes with scientific knowledge. He formulated his understanding in four key concepts: *niyyah* (intention), *nazzar* (reflective perspective), *mana-i harfi* (other indicative), and *mana-i ismi* (self-showing/self-referential). Nursi uses these concepts to diagnose the problem and offer a solution to integrate knowledge. Initially, he planned to establish a new university to teach this perspective. However, due to political adversities, he completed his project by establishing civic and educational centres (*darshanah*) to partially fulfil his dream of integrated knowledge. This article will examine the integral relationship between four concepts before exploring how they could serve as a model for an integrative approach to scientific knowledge and revelation.

Nursi believed that there are two dimensions of existence: *mulk* (observed/material) and *malaakut* (hidden/Divine). These dimensions are synonymous with the philosophical concepts of phenomena and noumena. The *mulk* dimension is like a mirror which reveals the signs of the *malaakut* dimension. Thus, understanding the ultimate reality is possible only if we go beyond the *mulk* dimension and perceive the manifested *malaakut* dimension within the *mulk* dimension. In the *mulk* dimension, apparent causes are employed, while in the *malaakut* dimension, the Divine power is the true cause of the observed phenomena. The starting point of penetrating the *malaakut* dimension is *niyyah* (intention). We do not see without the intention to see whatever we want. That is because our attention always follows our intention. Therefore, we start with the intention of seeing the *malaakut* dimension. Then, we look through the correct perspective. That is *nazaar* (reflective perception) which functions as a lens to the observed reality. When we observe any object, only paying attention to its material existence, we will see 'matter'. Nursi defines this as an *ismi nazaar* (*ismi perspective*). If we try to perceive meaning reflected in that object/phenomena, that will be a *harfi nazaar* (*harfi perspective*). If we use the *ismi perspective*, we can only see the *mulk* dimension. On the other hand, the *harfi perspective* could go beyond the *mulk* dimension and show the *malaakut* dimension.

Integration of Scientific Knowledge and Revelation in Said Nursi

Dr. Necati Aydin

From the Quranic perspective, everything points to some meaning beyond its own existence. Thus, all observable things are signs (ayah) indicating meaning beyond their existence. The mulk dimension is a signifier, while the malakut dimension is signified in these ayat. Taking the example of a traffic light, we know that it is a sign that has a meaning, and we learn how to read them accurately. However, when we drive a car, we do not focus on a traffic light's design, size, and composition. Instead, we focus on the color of the light in terms of its meaning. Furthermore, we do not ascribe the light to its pole. We know that it is constructed by the authorities to guide us in driving to avoid accidents. Similarly, the harfi perspective teaches us how to read the entire existence as signs in our journey in this world.

We could develop three approaches by applying the above four concepts to scientific studies of the universe. First, we could limit science to the mulk dimension and use the ismi perspective to study that dimension while letting philosophy and religion handle the malaakut dimension. In other words, science deals with apparent facts, while philosophy and religion provide the meaning of unveiled facts. In such cases, we have integration at a curricular level providing facts and information in science subjects while helping students to derive meaning from them in philosophical and religious studies. The second way of integration is to have the dual teaching of both subjects at the course level for each topic. Science will cover the mulk dimension of the phenomena, while philosophy and religion give meaning to the malakut dimension. The third way of integration is extracting meaning from scientific facts rather than adding religious messages. In other words, we will read the signs in the mulk dimension and derive meaning for the malaakut dimension. We think the mana-i harfi perspective offers the third type of integration for physical, biological, and human sciences. In other words, instead of adding the Quranic verses and hadiths to scientific knowledge to make it Islamic, we extract the embedded Divine revelation from existence as we read them through the harfi perspective.

Most of the existing curricula in Muslim schools add religious text to existing scientific knowledge. Nursi suggests that we first filter the embedded ideology and then provide the “harfi perspective” to students to view the Divine power behind everything and read the Divine names manifested within everything. The harfi perspective assumes that true knowledge of existence comes with embedded knowledge about the Creator. We need to extract this knowledge by reading everything as a meaningful expression. However, this reading should begin with the self to view how the Divine Power works within us. Once we do that, it will be easy to recognize the Divine Power working within everything.

The Majestic Land Mammals

Saba Irshad Ansari

On our way back from Dehradun last summer, we spotted an elephant standing on the banks of Ganga, spewing water all over his body using its trunk, perhaps trying to beat the heat. Due to hilly terrains, elephants in this region bend their forelegs and slide down the hill to get to the river. According to local eyewitnesses, the sight is both exciting and frightening. Located in the northern part of India, Chidiyapur and its surrounding area are known for wild elephants. People avoid travelling after sunset for fear of encountering elephants and leopards. Unfortunately, we have disrupted their pathways by laying down national highway roads and railway crossings and clearing up dense forests for convenience.

Elephants are the world's largest land animals, with the males reaching up to 10 – 11 ft tall and weighing 5.7 – 7.6 short tons. They belong to the family Elephantidae and are broadly divided into two species: African and Asian (*Elephas maximus*). African elephants are further subdivided into African bush elephants (*Loxodonta Africana*) and African forest elephants (*Loxodonta cyclotis*). An elephant's large head can endure the weight of the tusk. Its large ear flaps or pinnae help release body heat. Living in the hottest regions, African bush elephants have the largest ear flaps so that more heat can be released through their capillaries. Elephants have 26 teeth: 2 tusks, 12 deciduous premolars and 12 molars. Their teeth get replaced at least six times throughout their lives. Their nose or trunk is one of the most fascinating and unusual features.[1] An elephant uses its trunk as a hand, an extra foot, a tool for gathering food, water, dust, digging, and a signalling device. Their trunks can hold 2.5 gallons of water, but they don't drink water from their trunk; instead, they use it to hold water and put it into their mouths.[2] An elephant's trunk comprises 40,000 packed muscle fibres, does not have skeletal support, and works as a wonderful tool with exact precision.

A fascinating analogy can be a robotic trunk invented by the German company Festo. The Bionic Handling Assistant can be used for holding objects, moving them, or putting them in place. It has three finger-like grippers to pick up and place items from one place to another. The bionic handling assistant is supposed to be safer for sensitive items because it's not made of metal and uses air pressure instead of geared motors as its actuation system.[3] Hence, the robotic trunk was designed using a hollow plastic mould that could be filled with compressed air for desired movements. The chambers inside the robotic trunk use sensors to guide the movement.[4]

It took hundreds of years of experimentation and knowledge to develop artificial intelligence and robotics, with Al Jazari, a 12th Century Muslim inventor, pioneering the field. Engineers can now make aeroplanes inspired by birds, drones, robots that mimic us, and bionic handling devices that copy animals. Does it not make you gasp in awe of the technology? A robotic trunk did not make itself. A team of designers and engineers is behind its development.

[1] "Elephants", Wikipedia. Retrieved on March 15, 2022, from <https://en.wikipedia.org/wiki/Elephant>

[2] "25 Things You Might Not Know About Elephants", International Elephant Foundation.Org. retrieved on March 15, 2022, from 25 Things You Might Not Know About Elephants – International Elephant Foundation (elephantconservation.org)

[3] Retrieved from <https://sites.psu.edu/alqudaihyblog/blogs/personal-interests/robotic-arm-inspired-by-elephant-trunk/>

[4] "Robotic Arm Inspired by the Elephant Trunk". Retrieved from <https://asknature.org/innovation/flexible-gripper-inspired-by-the-elephant-trunk/>

The Majestic Land Mammals

Saba Irshad Ansari

Similarly, do you think an elephant knew on its own that it needed a trunk as an essential organ of its body, so it evolved it over time? Just like it is illogical to say that metal and plastic combine under a random accident or chance to become a robotic trunk, it is even more absurd to assume that dust and dirt turn into living cells under natural laws or random forces to develop a multifunctional elephant's trunk. So, shouldn't we be questioning who the Maker of elephants is? How knowledgeable and wise does that Maker have to be to know what is appropriate for an elephant? Is it not logical to say that the one who has created an elephant must have absolute knowledge, power, wisdom, and will?

All these questions indicate one answer: the presence of an absolute Powerful Being who has brought such a majestic creature into existence. The scientific knowledge about elephants points to the Creator (Al-Khāliq), the Best of Fashioners (Al-Muṣawwir), for He knows what suits a specific creature best. An elephant reflects its Creator, the Strong (Al-Qawyy) and the Most Majestic (Al-Jaleel). The fact that an elephant relies upon plants and trees for food, sun, air, water, etc., to survive proves its interconnectedness with other creatures. It highlights that the One who created an elephant has also made other living and non-living things useful for elephants. This interdependence and interconnectedness indicate the presence of the One Creator only.

Imagine how boring the world would have been without elephants. They are eco-friendly as they are responsible for 35% of seed germination.[1] They are indeed one of God's bounties. But have you ever wondered that God had given us such an amazing creature, just like every other blessing, without even asking for it? Is this not a sign of His endless Mercy? What does He want in return for this precious gift? All that He asks in return is to reflect (fikr) upon His creation, remember (dhikr) Him and be grateful (shukr) for everything. By remembering Him, reflecting on His creation, and thanking Him, we become kinder and more compassionate towards our fellow creatures because His consciousness inculcates a sense of humility and impotence within us. Such a majestic and strong creation of God teaches us resilience and perseverance. Elephants are known to form family structures and exhibit survival skills, leading us to learn suitable moral lessons about maintaining family ties.[2]

[1] Retrieved <https://clickatree.com/en/stories/fun-elephant-facts>

[2] Ibid.



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Approach** (a writing class) by Dr.Necati Aydin, Institute
of Integrated Knowledge, USA

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Scientific Discoveries Help Us to Understand Existence and God's Presence

Bilal A. Malik (Ph.D)

On July 12, 2022, dazzling and spectacular full-colour images captured by the James Webb Space Telescope were released from NASA's Goddard Space Flight Center in Greenbelt, Maryland. This is an incredible achievement rightly called by NASA 'the dawn of a new era in astronomy. According to experts, the images were taken at different wavelengths over a period that totalled 12.5 hours. Space analysts say the James Webb Space Telescope has offered a window to peep into the cosmos. It must be mentioned that the James Webb Space Telescope took 30 years and \$10 billion to build and has flown over 1.5 million kilometres away from earth. According to NASA's official description, the image presented here shows a landscape of "mountains" and "valleys" speckled with glittering stars. The large bright white lights scattered across the image are stars found in our galaxy, the Milky Way. Above the orange 'mountains' is a white steam-like substance. This is, in fact, ionised gas and hot dust that is streaming away from the nebula due to intense radiation. While applauding the Webb team's incredible success and calling it "a groundbreaking new view of the cosmos", Bill Nelson, NASA's administrator, said: "These images, [...], show us how Webb will help to uncover the answers to questions we don't even yet know to ask; questions that will help us better understand our universe and humanity's place within it." Thomas Zurbuchen, the associate administrator for NASA's Science Mission Directorate, made a similar statement. He said: "These first images show us how much we can accomplish when we come together behind a shared goal, to solve the cosmic mysteries that connect us all. It's a stunning glimpse of the insights yet to come."



Photo by NASA/ESA/CSA/STScI

NASA scientists are hopeful that with the help of advanced space technology, we will understand the universe better and get to know its more profound mysteries. For most of us, the biggest mystery is "who created the universe"? By bringing this question here, I aim to kick off the "religion-science" debate but not in the context of "conventional compatibility theory". Let me explain my position. Consider the universe as a book. Then, undeniably, the Webb Telescope's mesmerizing images are just a few broken footnotes. The whole book is yet to be read. Nevertheless, just a few broken footnotes have already created an unexpected level of bewilderment. Everyone, who sees these images, is perplexed by the immensity of the universe.

Scientific Discoveries Help Us to Understand Existence and God's Presence

Bilal A. Malik (Ph.D)

People's opinions generally fall under two broad expressions. One expression represents scientism; the idea that advocates science as the ultimate source of knowledge. The proponents of this theory believe that, soon, advanced science will answer all fundamental questions related to consciousness and existence. Science will prove that existence is nothing but a self-attained and self-regulated arrangement and rearrangement of atoms and molecules under the operating forces of nature. And, in the equation of matter, wherein all the physical phenomena take place, God is nothing but a delusion, and the universe exists on its own. This cult-science posted and shared these images with huge accolades for science, scientists, and scientific instruments. Of course, there was great admiration for the puzzling universe too.

The second response came from the religionists. They, too, posted and shared these images but with relevant religious descriptions emphasizing the power and knowledge of God, The Creator. They, too, applauded science, scientists and scientific instruments but with one addition, i.e., gratitude to God. For religionists, every scientific discovery assures that there must be only ONE WISE BEING behind such a calculated, mathematical precision and a uniquely symmetrical project called the universe. The whole composition is divinely beautified, weighed and balanced. Muslims captioned these images with Qur'anic references. They cited verses such as: "We built the universe with great might, and We are certainly expanding it"; "So I do swear by the positions of the stars, and this, if only you knew, is indeed great oath"; "Do disbelievers not realize that the heavens and earth were once one mass the We split them apart"; and. "We will show them Our signs in the universe and within themselves until it becomes clear to them that it is the truth."

The arrangement of cosmic existence is compellingly seeking answers to Who is the Intelligent Designer? Who wrote this wonderful, puzzling book? Who is the Artist who produced such an utmost perfect piece of art? These are relevant questions. Science can't outrightly negate them just because they point to an untestable "Conscious Agency". There is fundamentally nothing wrong with acknowledging a "Conscious Agency". If wrong, it is a million times more absurd to propose that "life evolved from non-life". This is untestable too.

Similarly, consciousness evolved from unconsciousness. Such theories are devoid of basic scientific logic. We can further extend and ask, why, in the first place, did the universe have to exist? Why not no universe? Why is there matter, and why not non-matter? And, why is there something and not nothing? Similarly, who told atoms to do what they did at the beginning of life? How did the atom become conscious of its function?

Presumably, the debate between religion and science has no endpoint. Religionists claim that "belief as a method starts where reason ends". Admittedly, current science, a course of rational investigation developed in the West, has its own method to explain the nature of the relationship between seen and unseen physicality. The scientific method follows prediction, formulation of hypothesis, testing and conclusion. Then, afterwards, the conclusions drawn are regressively analysed to establish patterns followed by classification and categorization. Things and processes are identified precisely with the patterns they resemble. However, religion identifies physical creation, including unseen physical forces, as a manifestation of God's attribute as a Creator.

Scientific Discoveries Help Us to Understand Existence and God's Presence

Bilal A. Malik (Ph.D)

God's involvement in the 'creation process' is not of a Prime Mover who started and left. Instead, God is involved in the equation from moment to moment. Also, God's attribute of creating is not mechanical, like a machine operating through a command to repetitively perform a particular action with no active will. In this context, religion and science are two contrasting approaches to explaining the nature of existence. For religion, the objective is to uncover the eternal God. But, for science, the aim is to find the original cause. Intellectuals from both departure points struggle to identify the converging and diverging points in the two approaches.

Islamic texts, substantiated by a strong lived reference' don't accept the position that taking religion means rejecting science or vice-versa. From the Islamic viewpoint, religion doesn't disrupt scientific progress. Islam doesn't put religion and science at loggerheads. For example, religion and science complemented each other in the "golden age" period of Islamic civilization. Science explained the physical mechanism, a systematic, rational analysis of the course of action; religion explained the metaphysical effect and the divine hand behind the veil of causation. The idea of effect is dynamic and central to the religious description of 'cause and effect' equation. It ascertains God's involvement before, during and after action. Simple: all sorts of physical actions, from atomic to cosmic level, can't produce anticipated results until God doesn't bless them with the power of effect. This principle is general and applies with no exception. It is worth mentioning that the mechanism doesn't refer to something happening independently. It, too, follows a way referred to as "sunnatul Allah", a divine set of patterns. For example, the 'forces of nature' operate through a particular "sunnatul Allah". Similarly, the moment of quarks follows another "sunnatul Allah". Therefore, by consciously subscribing the power of effect to God, we acknowledge God's entire presence.

The problem was raised in the latter period when Muslims imitated the West to "prove" God through the scientific method. Historically, the testing of God's physical existence happened in the West soon after the "enlightenment" movement. It was a failed attempt that led to rationalism, scepticism, agnosticism, and atheism. Logically, limited can never fix limitless. Human senses observe materiality/physicality, but God isn't physical. It is nonsensical to bring God into a physical frame when God is not made up of matter. The problem of testing God has underpinnings in the human ego. Humans aren't ready to accept limitations, the natural disposition of our contingent existence. We try to play the authority, eternity, and infinity. This is nothing but deception. We fall into the 'ego trap'. The animal of ego follows the path of denial and disapproval.

The fact is that science can manipulate life, but it can't create life from non-life. This won't ever happen doesn't matter how far we go in the course of scientific advancement. Even if AI machines e.g. humanoids "become", as they claim, conscious someday in future, it will still be accounted as manipulation of life, not life in the actual sense. The creation of life necessitates the condition of the Creator being conscious. To conclude, it is fine to appreciate science, scientists, and scientific instruments. However, it is rationally and morally wrong not to appreciate the "Conscious Agency" that created life at the very beginning.

Teacher Training Programs

Uzma Ahmed

On Saturday, 17th July, the 5D thinking Team was invited to an international event hosted by the Global Association for Islamic schools (GAIS). The online session included participants from all over the globe, from Canada to Australia, and everything in between. The event was live streamed on YouTube and 100 participants were linked through zoom.

The GAIS Spotlight session showcased the ideas and methodology of 5D thinking. We are grateful to brother Zaffar Ahmed and sister Leila Shatara for giving us ample time to present the vision, mission, and 5D thinking project of the Institute of Integrated knowledge (IIK).

Uzma Ahmed, Director of Education and Training, presented a novel epistemological and pedagogical method to equip teachers to be independent in developing materials for teaching science without the secular ideology.

A unique model for teaching science, 'The 5D Thinking Approach', was presented using the example of a camel. The 40-minute presentation was followed by a 30-minute question and answer session. Dr. Necati Aydin answered the participant's questions about the future plans for training according to the 5D model. Many questions were asked about how to incorporate 5D in schools, and many expressed an interest in the training provided by IIK.

Dr. Alparslan Acikgenc concluded the session with a simple analogy of the view from a window in which one can get distracted by some embellished attractive curtains. In contrast, the view from the window to the universe is more spectacular and must be the focus of anyone trying to understand meaning and existence. The response to the presentation was excellent, with 23 participants and schools signing up for the August training program.

We hope to continue working with the GAIS community for the common purpose of revival of Islamic education.



Teacher Training Programs

Uzma Ahmed

The Institute of Integrated Knowledge held two international teacher training programs in August. The participants were teachers, school leaders, researchers, and educationalists worldwide, from Canada and Guyana in the West to India and Indonesia in the East.

The five-day program was conducted by the 5D team, Dr Necati Aydin, Dr. AlpArsalan Ackigenc, Dr Colin Turner, Nadine Kamal and Uzma Ahmed. There were 10 intensive sessions with daily reading and reflective journals as well as quizzes. There were 2 cohorts with approximately 25 participants in each.

The participants were dazzled by the theoretical framework of the 5D model. The impact of any good workshop is always on the participants, and we saw them grow and mature in their appreciation of the concepts from the model's foundation. Their reflective comments in the interactive sessions enriched the discourse.

Said Nursi's Mana-e-ismi and mana-e-harfi approach was eye-opening and, as some put it, 'life changing'. Some referred to Professor Colin's lecture as a 'Paradigm Shift'. They were all eager to apply in their various educational settings and have become part of the 5D family.

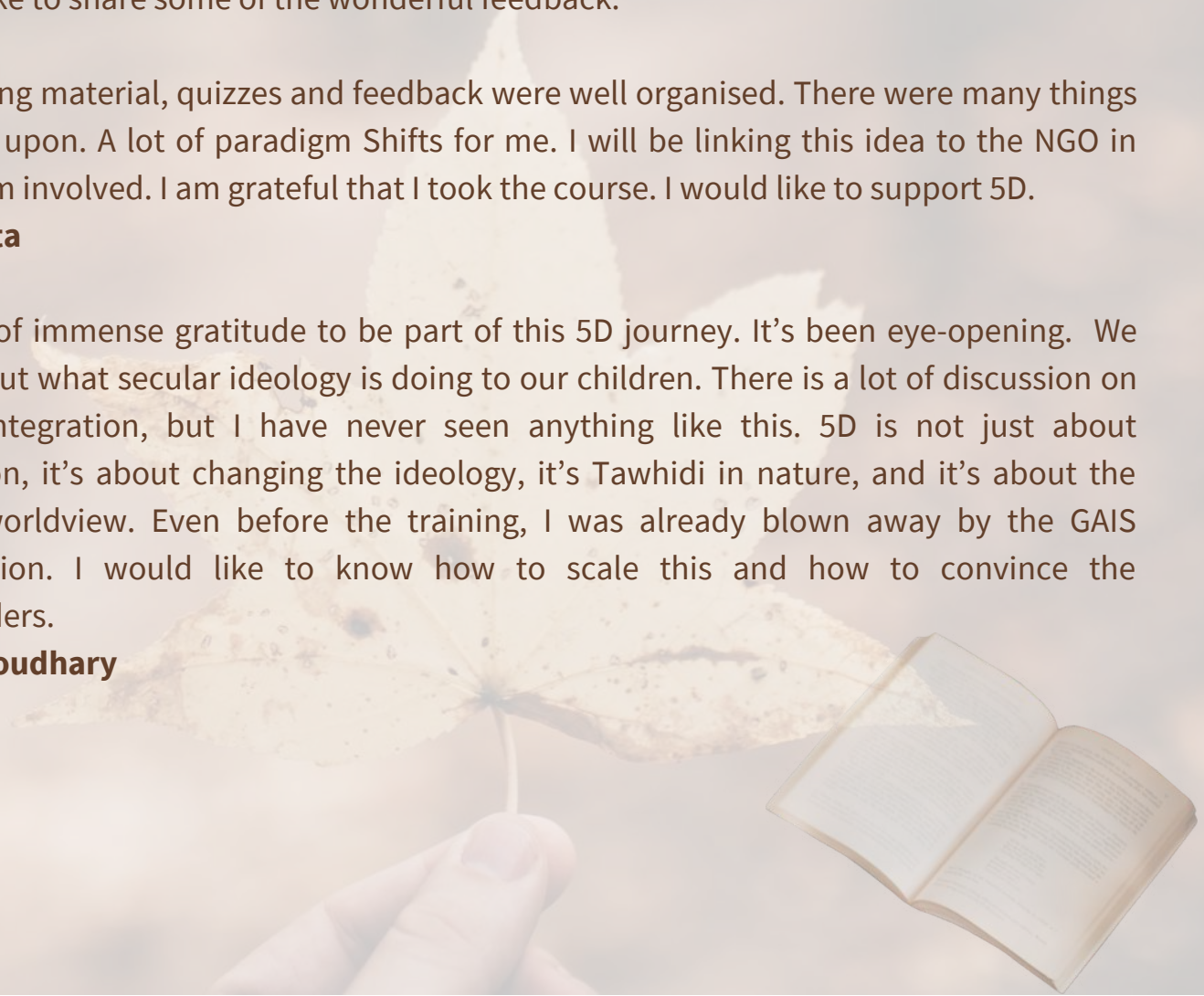
I would like to share some of the wonderful feedback.

The reading material, quizzes and feedback were well organised. There were many things to reflect upon. A lot of paradigm Shifts for me. I will be linking this idea to the NGO in which I am involved. I am grateful that I took the course. I would like to support 5D.

-Aziza Atta

I am full of immense gratitude to be part of this 5D journey. It's been eye-opening. We think about what secular ideology is doing to our children. There is a lot of discussion on Islamic integration, but I have never seen anything like this. 5D is not just about integration, it's about changing the ideology, it's Tawhidi in nature, and it's about the Islamic worldview. Even before the training, I was already blown away by the GAIS presentation. I would like to know how to scale this and how to convince the stakeholders.

-Asad Choudhary



Teacher Training Programs

Uzma Ahmed

I have encountered Islamization of knowledge and I have tried to imbibe it but coming in contact with 5D learning is a totally different thing. It is an eye opener and a life changing experience for me. It truly captures the idea that to educate a person is to change the BEING of that person completely by bringing him/her out of darkness to light. This is what 5D is about to me.

-Musa Yusuf

Alhamdollilah, this program provides a very strong base which can easily be used in modern day teaching. I am grateful that I was guided to it.

-Lubna Moazzam

A nature of this course moved what felt innate that was in the back of the mind to the very most forefront. The Muslim already makes the disclaimer in their mind that everything is from Allah and then sees science as fact laden which obscures the involvement of the creator as its not empirical. This was the sort of accepted norm, but to pull off the veil of the depth of how this is so ideologically persuasive this is, means that there must be an equally strong opposing force to combat this level of conditioning.

-Syed Imran Ahmed

The perspective I have learned seems very practical. Muslim school want to achieve academic targets holistically but failed due an unclear teaching map. This course and ideology seems to have a precise teaching map.

-Dr. Fareeha Khalid



"I have encountered Islamization of knowledge, and I have tried to imbibe it, but coming in contact with 5D learning is a totally different thing. It is an eye-opener and a life-changing experience for me. It truly captures the idea that to educate a person is to change the BEING of that person completely by bringing him/her out of darkness to light. This is what 5d is about to me." Musa Yusuf

"A well-structured program which enables educators to help students in BEING HUMAN, understand the CREATOR, appreciate HIS blessings, be grateful and pay back the society in the best possible manner. I am sure passionate educators would definitely benefit from this holistic approach to science in particular & education in general." Dr.Shafeeq

"Before these five days, I was a teacher, yet to evolve, but today I feel like a teacher who has evolved with new constructive and concrete ideas. I had never heard or read about 5D Thinking, but now after this program and the given exercises, I can differentiate between the different categories of thinking."

WATCH VIDEO

5D THINKING TRAINING FOR TEACHERS AT THE MUSLIM FAMILY RETREAT IN THE USA, DECEMBER 2022

ABOUT THE PROGRAM

This is an intensive training program aiming to teach teachers the why, what, and how of the 5D thinking model. Each session has an activity for the participants to reflect on and share their experiences to provide a rich learning environment. Teachers are expected to learn how to implement the 5D thinking model in their teaching.

Location: The training program will be conducted during the Muslim Family retreat at Doubletree Hilton Hotel in Myrtle Beach Oceanfront, South Carolina.

Enrollment: Please sign up and pay for the retreat to join the training program. For more information on the retreat and registration, please visit <http://www.muslimretreat.org/>

Regular fee for 4 days: accommodation + three meals per day + certificate fee = \$1000 per a person

Sponsored fee: \$600 for a single person \$800 for a couple

	Program	Instructors
Dec 23 rd	Session 1: Science, Secularism, and Faith Session 2: Reading the universe in ismi vs harfi languages	Dr.Necati Aydin Uzma Ahmed
Dec 24 th	Session 1: Epistemology, Educational Philosophy and Worldview Formation Session 2: The Universe as a Gallery of Divine Art Session 3: Learning the Language of the Universe	Dr.Necati Aydin Dr.Alparslan Acikgenc Dr.Colin Turner
Dec 25 th	Session 1: 5D Thinking Methodology & 5D Thinking on the human brain and human eyes Session 2: Practical Application of 5D in the classroom	Dr.Necati Aydin Uzma Ahmed
Dec 26 th	Lesson planning of 5D thinking approach Early years Primary	Dr.Necati Aydin Uzma Ahmed

ENROLL NOW!

Click on the image below to view the YouTube clip on the Nitrogen Cycle through the 5D Thinking approach.



5D Thinking Newsletter Team

Executive Director: Necati Aydin

Content Editor: Nadine Kamal

Content Editor: Uzma Ahmed

Media Editor: Aisha Alowais

Graphic Designer: Berfinnur Aydin

Cartoonist: Fatma Zehra

Marketing: Rehan Gelani

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