

THE 5D THINKING NEWSLETTER

A UNIQUE APPROACH TO READ THE UNIVERSE



Special read: "Zettabytes and More" by Aisha Alowais and Dr. Necati

SNEAK PEAK OF WHAT'S INSIDE:

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Welcome to the twenty third edition of
The 5D Thinking Newsletter!

Dear Subscriber,

Welcome to the twenty-third edition of the 5D Thinking newsletter!

In this issue, you will find Dr. Necati Aydin's recently published book which includes excerpts from Said Nursi, translated by Dr. Colin Turner, to prove the existence of God. We selected for you the analogy titled "The Builder of the House of the Universe".

You can also find Dr. Colin Turner's "Hands of the Cosmic Clock" where he speaks of the seasons in relation to time. Dr. Necati's "Verified Belief vs. Dogmatic Disbelief" is also presented in this issue.

Aisha Alowais and Dr. Necati in their "Zettabytes and More" explore the concept of big data from the five-dimensional thinking approach.

Ms. Uzma Ahmed highlights the 5D Thinking activities during this month, while Dr. Aydin summarizes all activities conducted by the 5D team in the year 2022.

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.

The Builder of the House of Cosmos

The paragraph below is an excerpt from Said Nursi's newly translated book, *Afterlife: Fact or Fallacy*. In this book, the author uses three analogies to prove the existence of God. In this issue, we share one of these marvelous analogies.

We know that a house cannot rise up from its foundations without a builder – especially a house that is full of awe-inspiring works of art, wondrous ornaments, decorations, and designs; especially a house in which as much artistry has gone into the decorating of a single tile as has gone into the decoration of the whole building. No human mind could possibly accept that such a house could appear without a master architect and a skillful builder.



But look, that is not all. In that house, the rooms take shape and change continuously, hour by hour, with the utmost order and ease – just like someone changing clothes, or like scenes on a cinema screen changing from one moment to the next. In fact, the running together of frames in a film to produce moving pictures could quite easily be likened to the creation of numerous little rooms, one after the other, producing a sequence of real, ever-changing scenes.

The cosmos works in a similar way, and in order to do so, it requires an infinitely wise, all-knowing, and all-powerful Maker. For the cosmos is like a magnificent palace that has the sun and the moon as its lamps, and the stars as its candles. Time is like a rope or ribbon hung within it, onto which the Glorious Creator each year ‘threads’ a whole new world. And within the world that He threads on the string of time, He places three hundred and sixty-five forms, each fresh and well-ordered. He changes them in an exceedingly wise and well-ordered fashion. He has made the face of the earth into a bountiful spread, and with the coming of each spring, He decorates it with hundreds of thousands of different species of creation, filling it with countless kinds of generous gifts. He does this in such a way that they are all easily distinguishable, one from the other, quite separate and distinct, despite the fact that they are standing together, close and intermingled. Given that there are countless other examples such as these, is it possible to deny that all of this has a Maker?

Source: Said Nursi, Afterlife: Fact or Fallacy?, translated by Colin Turner

Hands of the Cosmic Clock

Dr. Colin Turner

In lands with four distinct seasons in the year, the sun and moon are like the hands of a vast, cosmic clock, marking the passage of time. They mark the hours in a day, from morning to noon, from noon to early evening, and from early evening to the darkness of night. And they mark the seasons in a year, from the newness of spring through the warm months of summer, from the harvests of autumn and on to the deep cold of winter. Indeed, the various times of a single day can be mapped onto the various seasons of a single year, and these can be understood in accordance with our duty of daily prayers. Thus the first prayer of the day (fajr) reflects the day's morning and the year's spring, while the noon and late afternoon prayers (zuhr and 'asr) reflect the high points of the day and the high point of the year, the summer. The sunset prayer (maghrib) is offered when the day is done and before darkness sets in proper; one might even call it the autumn prayer. And the late evening prayer – the 'isha – is prayed in the deep darkness of our day and accords with winter.

Perhaps the most telling of all clocks is the clock that marks the passing of the time of our lives, from youth (fajr/spring) through to adulthood (zuhr/summer), middle age ('asr), and then the autumn (maghrib) of our years. If we are blessed with a long life, we enter the winter ('isha) of our existence, where we meet the darkness. And then we are no more. And just as in lands where winter is severe, the snow settles on the ground, a snow-white shroud is wrapped around us, and we are placed beneath the earth. But that is not the end. We are placed beneath the earth because our body is like a seed, which will one day break through the soil and rise again in the spring of the resurrection. That is, of course, what we firmly believe. For if there is no resurrection and no afterlife, all that has gone before it will have been futile without any trace of meaning.



Verified Belief vs. Dogmatic Disbelief

(Part-1)

Dr. Necati Aydin

The Qur'an narrates the stories of the Prophets who came before and invited their people to believe in God. They were telling people to think about God's creation to know Him. For instance, Surah Ibrahim narrates the amazement of the prophets about those who could not find God when they reflect on the creation:

قَالَتْ رُسُلُهُمْ أَفِي اللَّهِ شَكٌّ فَاطِرِ السَّمَوَاتِ وَالْأَرْضِ

"Can there be doubt about Allah, Creator of the heavens and earth?....." (14:10)

In other words, how could anyone deny the Creator as they reflect on His creative acts on the earth and space. Therefore, another verse states if you ask any reasonable person about the Creator of the earth and space, they will know with certainty that it is no one else, but Allah:

وَلَيْن سَأَلْتَهُمْ مَنْ خَلَقَ السَّمَوَاتِ وَالْأَرْضِ لَيَقُولُنَّ اللَّهُ قُلِ الْحَمْدُ لِلَّهِ بَلْ أَكْثَرُهُمْ لَا يَعْلَمُونَ

"And if you asked them, "Who created the heavens and earth?" they would surely say, "Allah." Say, "[All] praise is [due] to Allah"; but most of them do not know."(31:25)

How should we understand the verses above? The verses above do not say that every reasonable person believes in Allah. They have free will to choose to believe or not. The Qur'an states that most people would choose not to believe:

إِنَّهُ الْحَقُّ مِنْ رَبِّكَ وَلَكِنَّ أَكْثَرَ النَّاسِ لَا يُؤْمِنُونَ

".....Indeed, it is the truth from your Lord, but most of the people do not believe."

(11:17)

Therefore, the verses above clearly mean that if we reflect correctly, we will conclude that God alone is the Creator of everything in the universe, even if we choose not to believe in Him. Ironically, in modern times, most people think that believing in God is not based on evidence. It is just a subjective/personal judgment without any sound affirmative evidence. Even most believers who go through a secular education fail to find evidence of God while studying the universe. They built their belief based on their religions, not evidence. That is why they are labeled dogmatic people who believe in unverified truth.

True believers are affirmative in their belief, while nonbelievers are dogmatic in their disbelief. In other words, true belief is a judgment based on evidence, while most disbelief is a dogmatic rejection of evidence due to arrogance. Let us explore human understanding to provide supporting evidence for this judgment.

Verified Belief vs. Dogmatic Disbelief

(Part-1)

Dr. Necati Aydin

We need to begin understanding human understanding. How do we know what we know? How can we be sure about our knowledge? In other words, we will start with epistemology. We agree that knowledge begins with experience. However, the journey of sensual data toward the seat of certainty in the mind and heart is long and complicated. There are various elements (selves) involved in the process. We call them experiencing self, sensing self, thinking self, judging self, and believing self.

The journey of knowledge begins with the experiencing self, which is consciousness. Knowing is to experience phenomena through consciousness. Thus, without consciousness, there is no knowledge. It is just information. Even what we have in memory is only knowledge once we return to our consciousness and directly experience it. Therefore, we could conclude that computers are absolutely ignorant even if they have all human knowledge stored in their memories. They know nothing, even if they tell you about everything. Knowing is thinking. And thinking is to bring the object of thinking into our consciousness. That is why the Qur'an repeatedly asks us to think:

أَفَلَا تَعْقِلُونَ (do not you reason?)
أَفَلَا تَتَفَكَّرُونَ (do not you reflect?)
أَفَلَا تَتَذَكَّرُونَ (do not you remember?)

Then, the Qur'an declares those who do not listen, speak, and think as the worse creation in the eyes of God:

إِنَّ شَرَّ الدَّوَابِّ عِنْدَ اللَّهِ الصُّمُّ الْبُكْمُ الَّذِينَ لَا يَعْقِلُونَ (8:22)

"Indeed, the worst of living creatures in the sight of Allah are the deaf and dumb who do not use reason"

The above verse also means that the best creation in the eyes of God is those who are open-minded and willing to hear the truth. Once they hear and affirm the truth in their mind, they will not stay indifferent. They would take it to their heart. They would commit to the truth and convey it to others through their words and actions. If so, then why do most educated people in modern times fail to find the truth?

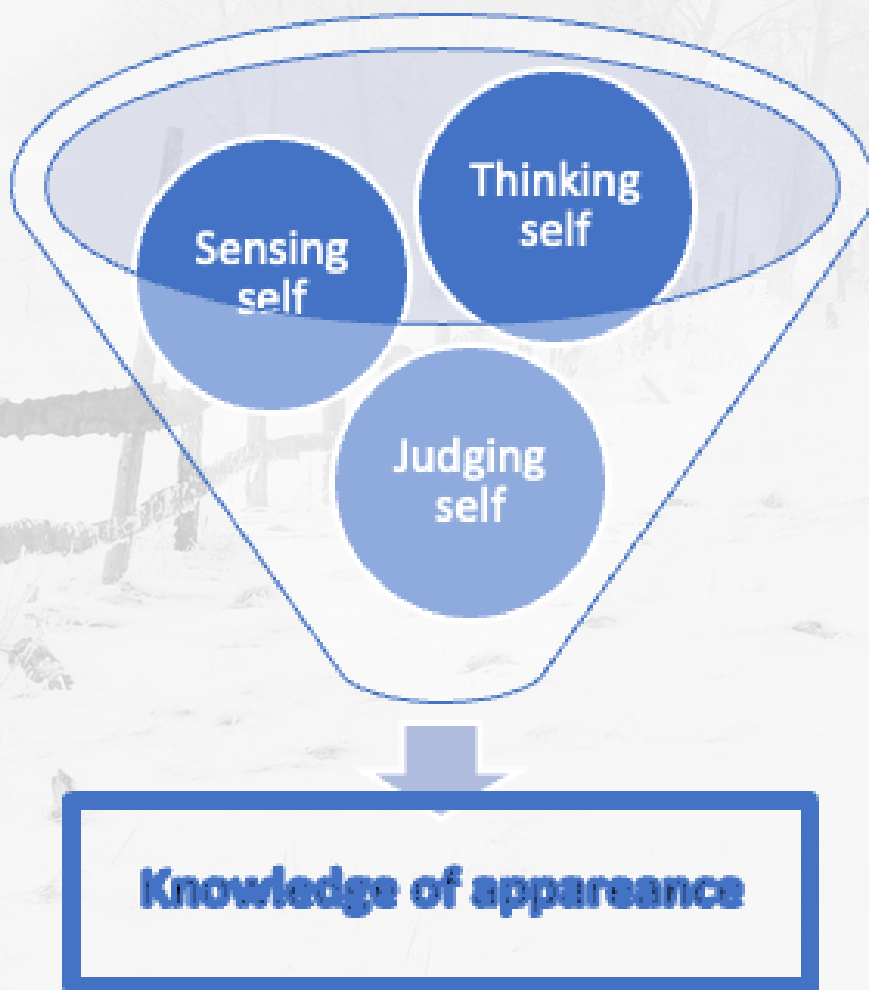
Failure comes from the way we gain knowledge. In other words, it is an epistemological problem. The dominant secular epistemology relies on sensing, thinking, and judging selves in pursuing sure knowledge. It ignores or denies the experiencing and spiritual selves. Therefore, the judging self cannot go beyond appearance, which is captured by the five senses. As a result, most educated people deny the truth (atheist) or are unsure about it (agnostic). In fact, as Kant states, from this perspective, we must accept that we cannot reach out to reality. We only have the knowledge of appearance, not essence.

Verified Belief vs. Dogmatic Disbelief

(Part-1)

Dr. Necati Aydin

Edward Husserl was not satisfied with partial knowledge of reality. He spent his entire life exploring a way to penetrate the complete reality. He realized that the problem with the modern epistemic approach is not paying attention to the experiencing self. He derived phenomenology to ground epistemology on a sound foundation and have a sense of reality beyond appearance. Husserl rejects the Kantian view that we have access to phenomena only. He puts the experiencing self at the center of his epistemic foundation, arguing that we access reality through the self. In the next issue, we will discuss how to reach certainty in your knowledge of God using a phenomenological approach.



Zettabytes and More

Aisha Alowais and Dr. Necati Aydin

Believe it or not, you make up a type of data. Your name, registered in your country's database of citizens, is a kind of data. Every small piece of information about you is data. As you are reading this article, you are taking part in what is called Big Data. Why is there a big fuss about Big Data, and what makes it Big?

Big Data is a collection of data that is huge in volume, high in velocity, great in variety and variability, and of potential value. Moreover, veracity is another characteristic related to data consistency, accuracy, quality, and credibility. This makes up the six Vs. of big data. Data can be analyzed to derive hidden information like market trends, unknown associations, patterns, customer preferences, etc. Such data cannot be processed by traditional data processing applications like Structured Query Language (SQL). That is because it comes from myriad sources such as transaction processing systems, documents, emails, medical records, internet clickstream logs, mobile applications, and other sources. It also includes machine-generated data, such as network and server log files and data from sensors on manufacturing machines, industrial equipment, and many more. The term 'Big Data' has been used since the early 1990s, and most people credit John R. Mashey for making the term popular.

Big data encompasses several types of data, which are structured (e.g., transactions and financial records), semi-structured (e.g., documents and multimedia files), and unstructured (e.g., web server logs). Big data can be in terabytes, petabytes, exabytes, and even zettabytes of data made and collected over time.



Big data has many applications. One example is the medical field, where researchers use it to identify disease signs and risk factors and diagnose illnesses. In addition, a combination of data from electronic health records, social media sites, the web, and other sources gives healthcare organizations and government agencies up-to-date information on infectious disease threats or outbreaks, similar to what happened during the Covid-19 pandemic.

Over the centuries, people have been trying to use data analysis and analytics techniques to support their decision-making process. If we go back in time, we can see the ancient Egyptians, around 300 BC trying to capture all existing 'data' in the library of Alexandria. We can also see the Roman Empire trying to carefully analyze the statistics of their military to determine the optimal distribution for their armies. The same can be seen in the Islamic civilization when historians wrote chronicles to document the events happening.

Zettabytes and More

Aisha Alowais and Dr. Necati Aydin

Yet, humans or machines generating data and attempting to document it, store it, analyze it, and make sense of it, do not match the data that has existed (and still exists) since the time of the creation of the universe. The number of species that came into existence, the number of plants, the number of stars and galaxies, the knowledge of dark matter and black holes, the number of bacteria and humans, and every other minor and immense detail can never be matched by Big Data. The endless, infinite data is beyond humans' capability to compile, store and comprehend.



Nevertheless, with the great gift of the brain, humans came up with databases. It started manually by keeping records using pen and paper and later developed into sophisticated computing units capable of storing and managing data. Let us look at a brief timeline of databases.

The history of databases begins with the two earliest computerized examples. Charles Bachman designed the first computerized database in the early 1960s, known as the Integrated Data Store (IDS). The Information Management System, an IBM-designed database, shortly followed this. In the 1970s, E. F. Codd released his paper “A Relational Model of Data for Large Shared Data Banks,” which coined the term ‘relational database’ at the start of the decade and sparked the development of this new way to store and access data. Michael Stonebreaker and Eugene Wong established the Interactive Graphics and Retrieval System (INGRES) at the University of California, Berkeley. It was a relational database model, proving the viability of Codd’s ideas. INGRES used a query language called QUEL. IBM then released its take on a relational database. Known as System R, it was the first in the history of databases to use SQL.

The 1980s also saw the emergence of Object-oriented database management systems (OODBMS), which grew more popular in the 90s. The same decade witnessed the birth of the World Wide Web, which empowered the exponential growth of the database industry. A notable outcome of this was the development of MySQL in 1995, which was open source. This meant that it provided an alternative to the database systems offered by big companies like Oracle and Microsoft. Shortly after, NoSQL (not only structured query language) databases were used, allowing faster processing of larger, more varied datasets.

Then came the inception of modern-day cloud technology, which was realized by Amazon Web Services (AWS) launching its public cloud in 2002. The cloud offered a dream solution to the technical and management nightmares regarding data. It alleviated the burden of maintaining servers, upfront investment on compute resources and scaling web services based on demand - by renting resources concentrated in extensive facilities and supported by trusted providers. Dropbox, Google Drive, iCloud, and Microsoft One Drive are all examples of cloud services.

Zettabytes and More

Aisha Alowais and Dr. Necati Aydin

Indeed, some challenges come with big data. Some are processing capacity issues where customized, and architecture databases are needed. Other problems concern privacy, data breaches, and misuse. Thus, a public outcry about data breaches and other personal privacy violations led the European Union to approve the General Data Protection Regulation (GDPR). This data privacy law took effect in May 2018.

For data to be produced, humans must be in the picture. Meaning they either generate data or invent things that have data. Likewise, for that data to be managed and governed, humans need to develop solutions such as cloud storage services and adopt relevant laws to maintain privacy-related matters. Chimpanzees can never invent something as complex as a database. Nor can unconscious circuits, chips, and wires think of developing a database, let alone managing it. Humans, too, have limited capacity when it comes to data storage and management.

To further understand our limitations, how many of us know their 5th grandfather? Most likely, very few or none. Then how about all of the people on planet Earth? How about the number of tree leaves and rocks? It makes sense to realize that only one Maker can track every created being, knows the number of sand grains, and has infinite power to encompass every type of data.

We need memory and mind working within a healthy body and interconnected universe to collect and utilize big data. The data were always around. It took time for humanity to find a way to collect, connect, and analyze them. Big data brings big opportunities to be more efficient in using limited resources. Big data also reveal the secret behind the efficient systems in the universe at every level. For thousands of years, scientists thought that the ultimate reality was tiny materials such as atoms. Last century, they discovered quantum field feeding atoms. As they dig down, most scientists understood that the universe is information based. Knowledge is not our understanding of reality. It is the very source of reality, like virtual reality. The matter is based on information. It is controlled by information. Thus, it is clear that the One who creates and sustains the universe must have infinite knowledge. Our experience of big data helps us to understand how extensive knowledge He has in running the universe. It helps us to better comprehend the deep meaning in the following verses:

إِنَّمَا إِلَهُكُمُ اللَّهُ الَّذِي لَا إِلَهَ إِلَّا هُوَ وَسِعَ كُلَّ شَيْءٍ عِلْمًا

“Your god is only Allah, except for whom there is no deity. He has encompassed all things in knowledge.” (The Qur’an, 20:98)



Zettabytes and More

Aisha Alowais and Dr. Necati Aydin

The big data confirms that it is God with His infinite knowledge who connects and controls everything in the universe. Even a single leaf does not fall down as a random event:

وَعِنْدَهُ مَفَاتِحُ الْغَيْبِ لَا يَعْلَمُهَا إِلَّا هُوَ وَيَعْلَمُ مَا فِي الْبَرِّ وَالْبَحْرِ وَمَا تَسْقُطُ مِنْ وَرَقَةٍ إِلَّا يَعْلَمُهَا وَلَا حَبَّةٌ فِي ظُلْمَتِ الْأَرْضِ وَلَا رَطْبٌ وَلَا يَابِسٌ إِلَّا فِي كِتَابٍ مُبِينٍ

“And with Him are the keys of the unseen; none knows them except Him. And He knows what is on the land and in the sea. Not a leaf falls but He knows it. And no grain is there within the darkensses of the earth and no moist or dry [thing] but that it is [written] in a clear record.”

(The Qur’an, 6:59)

The big data also show that the Big Brother is watching most if not all of our activities. Thus, it becomes clear that it is not difficult for God to watch and record our activities. That is why the Qur’an reminds us that we could not hide anything including our intention from Him:

يَسْتَخْفُونَ مِنَ النَّاسِ وَلَا يَسْتَخْفُونَ مِنَ اللَّهِ وَهُوَ مَعَهُمْ إِذْ يُبَيِّتُونَ مَا لَا يَرْضَىٰ مِنَ الْقَوْلِ وَكَانَ اللَّهُ بِمَا يَعْمَلُونَ مُحِيطًا

“They conceal [their evil intentions and deeds] from the people, but they cannot conceal [them] from Allah, and He is with them [in His knowledge] when they spend the night in such as He does not accept of speech. And ever is Allah, of what they do, encompassing.” (The Qur’an,

4:108)

يَعْلَمُ مَا فِي السَّمَوَاتِ وَالْأَرْضِ وَيَعْلَمُ مَا تُسِرُّونَ وَمَا تُعْلِنُونَ وَاللَّهُ عَلِيمٌ بِذَاتِ الصُّدُورِ

He knows what is within the heavens and earth and what you conceal and declare. And Allah knows of that within the breasts.” (The Qur’an, 64:4)

Unlike the human data, God’s data is neither forgotten nor mistaken. That is why when the pharaoh asked the Prophet Moses about previous generations, he responded:

قَالَ عِلْمُهَا عِنْدَ رَبِّي فِي كِتَابٍ لَّا يَضِلُّ رَبِّي وَلَا يَنْسَى

[Moses] said, "The knowledge thereof is with my Lord in a record. My Lord neither errs nor forgets." (The Qur’an, 20:52)

As we collect extensive data to make a sound judgment on how to use our resources, God also collects big data on humans to judge their permanent life with His Infinite Justice. Indeed, the recorded and permanent data on human beings is for the Big Day, according to the Qur’an. On that day, the data will be analyzed, and everyone will receive what they deserve.

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ، وَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ شَرًّا يَرَهُ.

So whoever does an atom's weight of good will see it, And whoever does an atom's weight of evil will see it.” (The Qur’an, 99:7,8)

Zettabytes and More

Aisha Alowais and Dr. Necati Aydin

Thus, the Luqman reminds his son, we shall also remind our nafs that everything we do in this life will be brought to the scale of justice in the Big Day:

يَبْنَىٰ إِنَّهَا إِن تَكُ مِثْقَالَ حَبَّةٍ مِّنْ خَرْدَلٍ فَتَكُنْ فِي صَخْرَةٍ أَوْ فِي السَّمَوَاتِ أَوْ فِي الْأَرْضِ يَأْتِ بِهَا
اللَّهُ إِنَّ اللَّهَ لَطِيفٌ خَبِيرٌ

“[And Luqmān said], "O my son, indeed if it [i.e., a wrong] should be the weight of a mustard seed and should be within a rock or [anywhere] in the heavens or the earth, Allah will bring it forth. Indeed, Allah is Subtle and Aware.” (The Qur’an, 31:16)

In short, our experience of the big data helps us to know that God is Al-Hafiz (The Ever Preserving), Al-Aleem (All-Knowing), Al-Hakeem (All-Wise), Al-Qadeer (All-Powerful), and Al-Adl (The Just). He is The Counter (Al-Muhsi) who knows the count of everything. Glory to God!

Big data plays a vital role in the economy, consequently impacting societies. Its use in manufacturing and healthcare has increased industrial automation, security, and privacy. It is also leveraged to forecast weather, natural disasters, urban and community planning, traffic management, logistics, machine efficiency, personalized healthcare, fraud detention, and many more. The key is to utilize big data to improve the lives of beings. We shall reflect on such a term and realize that God's data about everything is much more significant no matter how 'big' big' big data is. We shall be humble as we progress in technology and be mindful of what harm it can do. We learn from big data that we all take part in shaping it. We are all connected in one way or another. We also learn that we are all responsible for sharing good data. Just as data is being governed to maintain privacy and security, we shall remember to govern ourselves and not act impulsively.

To conclude, humans are amazed by the explosion of data during the past decades and agree on the term big data due to its massiveness in size and speed. It has become an essential thread in the fabric of life on Earth. Thus we shall be mindful of the Creator who blessed us with experience to generate such data and utilize it for the benefit of humanity. We shall remember the much bigger data created and known by God. We shall be mindful of the Big Day in which the big data about everything we do in life will be put on the scale of justice.



5D Training Workshops in London

Uzma Ahmed

December 2022 was fruitful for the 5D teacher training program as the team had the opportunity to meet several schools in the UK.

Shakhsiyah school held a three-day program with teachers from both of their branches. Shakhsiyah was established 20 years ago and is one of the leading Muslim schools in the UK, providing holistic Islamic education. There were ten intensive sessions spanning various topics to prepare teachers for undertaking the 5D thinking piloting study in Spring 2023. The presentations were followed by Kahoot quizzes and ended with 5D writing practices.

Buttercup and Evergreen schools hosted a one-day refresher workshop to revise their previous training from May 2022 in Uskudar, Turkey.

Here are testimonies from the teachers who attended the workshop:

"SubhanAllah I did not even realize how secularised my mind was. I never contemplated this. It was truly an awakening experience and something that will affect me on a daily basis now. The course was not just theory, it has a logical, systematic approach, which ultimately connects us back to the Creator, Insha'Allah."

"The training allowed me to build on my current understanding of the link between Islam and science, allowing me to sift through secular ideas when teaching & to connect children to viewing creation through Islam so they can marvel over Allah's blessings and begin to love and appreciate the beauty of the universe whilst developing their Islamic Shakhsiyah insha'Allah."



5D Training Workshops in London

Uzma Ahmed

"This approach is much needed for Muslim Ummah because secularist terminology is embedded in every education system, even Islamic-based. The practical understanding of Allah's existence and being a controller of each and every moment of our lives is not evident in our belief system anymore. I would definitely recommend others."

"It is very important to think that everything is from Allah and always thank Him for all gifts He gives us in our life Alhamdoulileh."

"I benefitted a lot from this program as it made me question how I had been brought up to think in a very secular way from textbooks I had studied."

"The training has helped me view school textbook content with a Tawhidi lens."

"The training helped me make children understand that the power behind all the progress in science is the power of Allah by themselves and filtering the secular ideology from the science curriculum."

"It was an amazing program; I learned how to use the 99 names in my practice,(such as the tree comes from the universe."



Brief Overview of 5D Activities in 2022

5D Thinking Team

We were blessed with many activities in 2022, as briefly outlined below:

5D Program for Kids in the USA (January 2022)

The 5D Thinking Team facilitated a pilot program for children aged 8 – 11 who live in the USA. Four amazing topics were presented according to the 5D Thinking model: the sun, snow, bees, and falcons. The students compared created beings with man-made objects and critically questioned them. They understood the connections created beings have to the universe and their Creator. They explored the names of God and learned verses of the Qur'an to strengthen their connection with the Creator of the universe. They took lessons from the Universe and were taught the value of fikr (reflection), dhikr (remembrance), and shukr (gratitude). Each session was presented with a Prezi presentation, videos and activities, and a Kahoot.

5D Ramadhan Program for Kids (April 2022)

The 5D thinking team offered an online Ramadhan program for children from Malaysia, Saudi, Pakistan, Turkey, the UK, to the USA. Exciting Prezi presentations, mind-blowing videos, and amazing analogies were presented to explore the fascinating world of ants, birds, elephants, flies, and spiders. Each session was interactive and provided sound knowledge and the 5-step thinking process to read the universe. Students recited verses related to animals in the Quran and participated in a fun Kahoot quiz. At home, they undertook fun activities to further engage with the topic and enhance their understanding.

Teacher Training for UK Teachers at Uskudar University (May 2022)

On the 26th and 27th of May 2022, the 5D Thinking team met in Istanbul, Turkey, to conduct a pilot teacher training program. Nearly 20 teachers and headteachers from three UK schools were in attendance. The Program was held at Üsküdar University. The Opening speech by Prof. Dr. İbrahim Özdemir set the tone for two incredible days of scholarly discussion and practical application for primary and secondary education. Dr.Necati Aydin made presentations on secularism, science, education, and the 5D thinking approach. Dr.Alpaslan Acikgenc talked about the epistemology of Islamic education. Ms.Nadine Kamal and Ms.Uzma Ahmed provided practical examples of the 5D thinking model. The training was concluded with an enjoyable dinner in which the participants shared their feedback and expressed that they had been inspired to rethink their approach to the school curriculum.

Brief Overview of 5D Activities in 2022

5D Thinking Team

5D Thinking Session with Global Association for Islamic schools (GAIS) (July 2022)

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 educators were linked through zoom. A unique model for teaching science, 'The 5D Thinking Approach', was presented using the example of a camel. A 30-minute question-and-answer session followed the 40-minute presentation. Many questions were asked about how to incorporate 5D in schools, and many expressed an interest in 5D training.

Online International Teacher Training (August 2022)

We conducted two international teacher training programs in August. The participants were teachers, school leaders, researchers, and educationalists from Canada and Guyana in the West to India and Indonesia in the East. The 5D team conducted the five-day program. There were ten intensive sessions with daily reading, reflective journals, and quizzes. The participants were dazzled by the theoretical framework of the model and practical examples. We received positive feedback, as seen in the following testimony: "It's been eye-opening. We think about what secular ideology is doing to our children. There is much 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 the Islamic worldview." Asad Choudhary, Canada.

Teacher Training Program in South Africa (October 2022)

The 5D team was invited to South Africa by a collaboration between The Guardian Institute in Johannesburg and Al Falaah College in Durban.

At the Guardian Institute, we conducted eight sessions spanning over three days in which the curriculum developers engaged in the 5D approach. Their team of developers consists of experienced scholars, researchers, and teachers. They asked thought-provoking questions and devised innovative ideas for the 5D writing activity.

The Al-Falaah team was equally enthusiastic and hosted us for three days of intensive workshops with various sections of the school, preschool, middle, and senior schoolteachers, and Department Heads, all participating in in-depth learning about the 5D methodology. There was an opportunity to address many teachers from the Association of Muslim schools, who sent their representatives. A session for mothers was also held as part of Al Falaah's home-school partnership.

Teacher Training Program for ALS, Egypt (November 2022)

The management of ALS organized an online program to introduce the 5D methodology to the Middle East and North Africa. The introductory session was followed by four days of training on weekends.

Brief Overview of 5D Activities in 2022

5D Thinking Team

5D Thinking Presentation at Trellis and WISE (November 2022)

We had the opportunity to present our 5D thinking Model to two international organizations, Trellis and WISE. The participants all gave excellent feedback and saw it as a workable Model. The word is spreading, and interest is growing. So, all the more reason to work on the pilot program to test the model in the classroom setting.

5D Thinking Workshops for Teachers in London (December 2022)

December 2022 was fruitful for the 5D teacher training program as the team had the opportunity to train teachers over 50 from Islamic schools in London. Shakhsiyah school held a three-day program with teachers from both of their branches. Shakhsiyah was established 20 years ago and is one of the leading Muslim schools in the UK, providing holistic Islamic education. There were ten intensive sessions spanning a range of topics to enable teachers to be prepared for undertaking the piloting study in the spring. Buttercup Islamic School also held a full-day training for its teachers to use the 5D model in their teaching.

5D Piloting Schools (2022-2023)

During 2022, the 5D thinking team reached many school leaders and teachers worldwide in our various online and on-site training sessions. All well received the 5D Model of integration of Islamic knowledge. There is a significant demand for a 5D curriculum. However, that is an enormous project that needs considerable time. The next stage in our 5D journey is implementing the 5D integrative Model in schools. The following three schools from various countries have collaborated with us to pilot the model in their schools to test its feasibility and viability within a school curriculum:

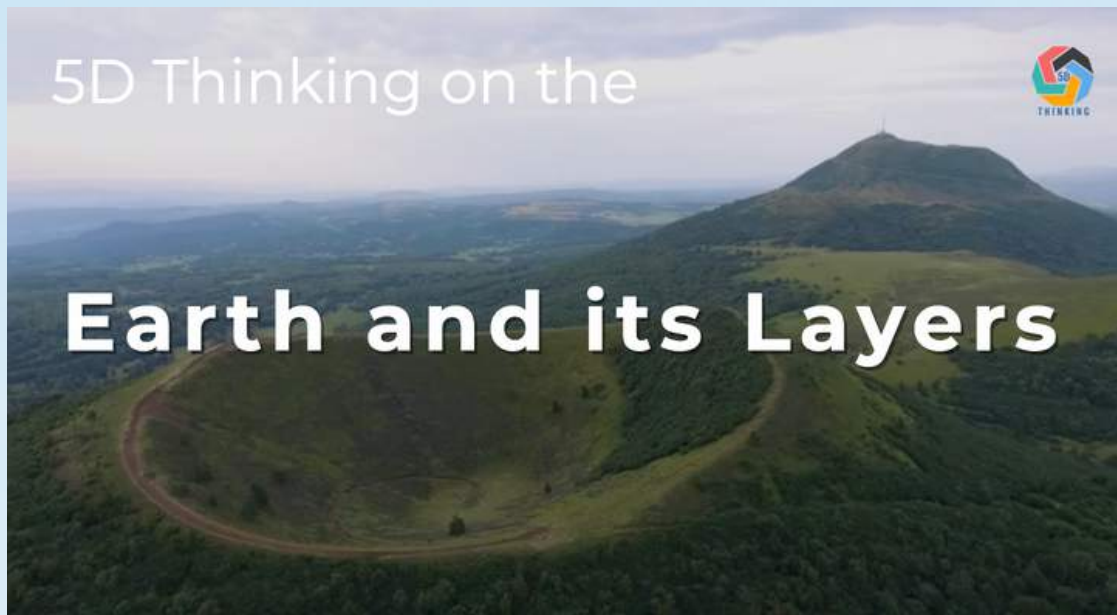
- Al-Falah College, Durban, South Africa
- Shakhsiyah School, London, United Kingdom
- House of Wisdom School, Punjab, Pakistan

We have already provided training to the teachers of the piloting schools above. We will also provide them with 5D articles for science subjects, Prezi presentations, and Kahoot quizzes. They will implement the program in Spring 2023 and report the findings to us.

5D-Inspired Hidayah Nursery in London, UK (2022-2023)

We are excited to announce that the 5D-inspired Hidayah Nursery is also under construction in London. It is a project of Mrs. Fozia Reddy, an educationist and parenting coach. The nursery will apply the 5D Model and give us a good indication of how to apply the methodology to younger children.

Click on the image below to view the YouTube clip on Earth and its layers from the 5D Thinking approach.



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