



# 5D THINKING

## MAGAZINE

May - June | Issue 3

**The Power and Peril of  
Using Science to Prove  
the Qur'an**

Dr. Necati Aydin

**Discovering the Power of  
5D Thinking in Dutch  
Islamic Education**

Asma Claassen

**Seeing Signs of the  
Creator in Orderly  
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Dr. Ali Mermer

**The Divine Engineering in  
Marine Worm Bristles**

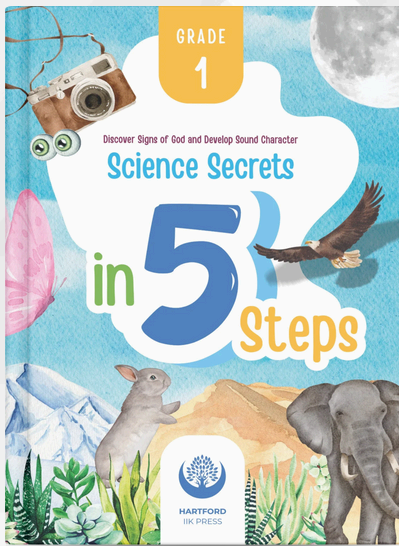
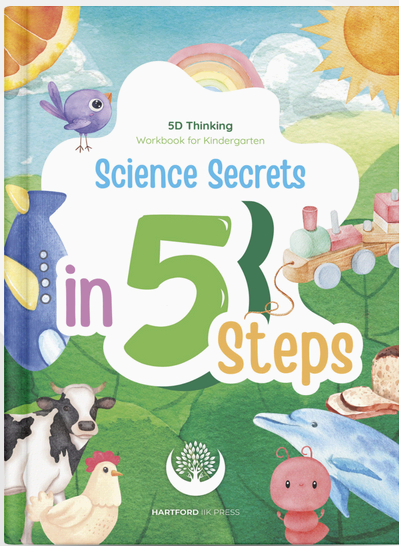
Aisha Allowais

**5D Thinking Schools in  
Canada, Pakistan, and  
the UK**





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# EDITOR'S LETTER



**Dear Readers,**

Welcome to another captivating issue of 5D Thinking magazine!

In this edition, we explore the vibrant intersection of science, faith, and education. Each article is a step towards understanding the intricate beauty of our universe and the profound wisdom it holds.

In the sphere of education, we have two enlightening pieces: Dr. Necati Aydin shares the transformative impact of the 5D Thinking model in Canadian Islamic education, while Asma Claassen delves into its influence in the Netherlands. These insights reveal how the 5D approach is reshaping educational paradigms, encouraging holistic growth in young minds.

Our features section offers thought-provoking reflections. Dr. Colin Turner uses the metaphors of spring to discuss themes of renewal and hope, while Dr. Necati Aydin examines the intricate balance of using science to understand the Qur'an, highlighting both its potential and its pitfalls. Dr. Ali Mermer's article encourages us to see the signs of the Creator in the orderliness of creation, while Dr. Saba Ansari shares valuable insights on the hybrid and online modes of the Existence & Meaning International Program through an interview conducted with two participants from the program.

In our 5D Schools section, Uzma Ahmed conducts an interview with Sally Kaloti to provide an in-depth look at Taqwa Academy, illustrating how faith and education intertwine to develop enriching learning environments. Uzma Ahmed also explores the impact of 5D Thinking in various schools across Canada. Additionally, she brings us news of 5D Thinking workshops in Pakistan and the ongoing integration of this model in schools across the United Kingdom.

Our Science in 5D segment invites you to marvel at the wonders of creation. Aisha Allowais introduces us to the remarkable "3D Printers of the Deep," revealing the divine engineering behind marine worm bristles. The 5D Thinking Team explores the art of camouflage, showcasing the intricate designs of the natural world.

As you journey through this issue, we hope you find inspiration in the stories, knowledge in the insights, and a renewed sense of wonder at the world around us. Thank you for being a part of our community and for sharing in the quest for deeper understanding and meaning.

**Warm regards,**

**On behalf of the 5D Thinking Team,  
Aisha Allowais**



## TRANSFORMING ISLAMIC EDUCATION: THE 5D THINKING EXPERIENCE IN CANADA

*Dr. Necati Aydin*

***Our 5D Thinking Team had the privilege of being invited to the annual conference of Islamic schools in Canada at the end of April. This exciting trip encompassed a multifaceted experience that left us inspired and energized for the work ahead.***

### **Immersion and Inspiration: School Visits**

The day before the conference, we embarked on a series of school visits – an invaluable opportunity to witness the 5D Thinking model in action within classrooms of schools that have been implementing it since the beginning of the academic year. Observing the model at work, the interactions between students and teachers, and the palpable energy of learning confirmed the transformative outcomes of 5D Thinking. A separate article in this issue will delve deeper into the insights gained during these visits.

### **The Conference: Sharing the 5D Vision**

The main conference was held in the vibrant city of Toronto, with nearly 200 educators from diverse Islamic schools across Canada in attendance. The day buzzed with parallel sessions addressing critical issues within Islamic education, both in Canada and globally.

We were honored to have time to present the 5D Thinking model. Our session with nearly a hundred attendees focused on raising awareness of the core challenges within education that the 5D Thinking model addresses. We also presented practical examples from our 5D science workbooks to illustrate its application. Many enthusiastic participants grasped the 'why', 'what', and 'how' of 5D Thinking. Most were energized by the potential of this framework.

### **A Model That Resonates: Deepening Connections**

As educators whose schools strive to integrate Islam into their curricula seamlessly, the attendees saw the 5D Thinking model as a powerful tool for integration and transformation. Throughout the day, members of our team engaged in meaningful conversations with educators eager to deepen their understanding of 5D Thinking.

Interest stemmed from various motivations: some were exploring the model for their new schools, while others sought to implement it within their existing institutions. Across the board, there was a shared sense of excitement about the model's clarity and ease of use.

Our booth, showcasing the published 5D science workbooks, attracted significant attention. We also connected with educators from the USA, who highlighted the extensive network of Islamic schools there and the widespread demand for an integrative model like ours. There was a suggestion to incorporate 5D Thinking into Islamic school accreditation requirements, recognizing the gap in practical models to achieve the essential mission of integrating revelation and human knowledge.

The 5D Thinking model resonated far beyond our presentation, surfacing organically in discussions throughout the conference. This demonstrated the relevance and widespread recognition of the need for this approach within Islamic education.

### **A Vision for the Future: Collaboration and Technology**

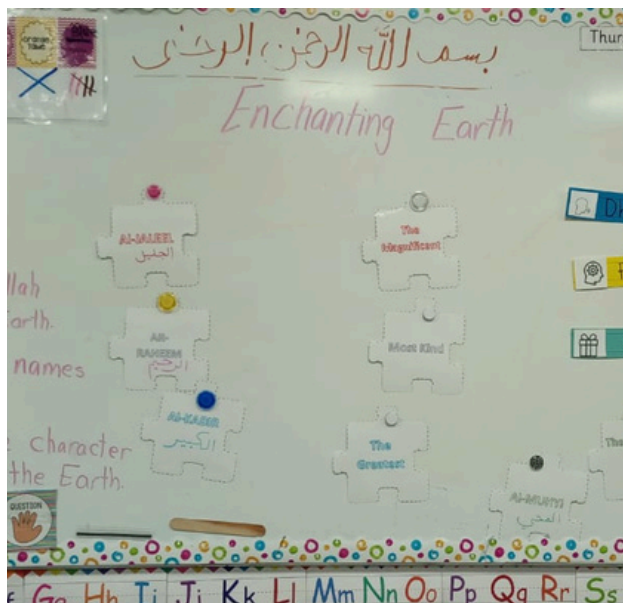
Our connection with two recent college graduates who developed a cutting-edge AI application for Islamic schools was an unexpected and exciting outcome. Recognizing the perfect synergy with 5D Thinking, we reached a verbal agreement to collaborate and incorporate the model into their AI platform. This innovative partnership aims to design an AI-powered tool capable of answering questions from a principled 5D Thinking perspective.

In the evening, we joined a dinner gathering where the focus shifted towards strategizing the expansion of 5D Thinking within Canadian Islamic schools. We formed a strong partnership with some influential educators, positioning Canada as a potential hub for the 5D movement.

### **The Path Forward**

Our journey to Canada – the school visits, the conference, and the intensive retreat – left us with an unwavering conviction: the 5D Thinking model is vital for the success and transformation of Islamic schools. In the West, a growing sense of disillusionment with secular education and the pressures of the LGBTQ+ agenda have fueled a surge in demand for Islamic schooling. Yet, without meaningful integration of Islam into the curriculum, these schools cannot fully meet the needs of Muslim families seeking a haven for their children's faith and identity.

5D Thinking is a beacon of hope – a practical and profound model that can help Islamic schools reclaim their worldview, strengthen student identities, and offer a genuine alternative. Our Canadian experience taught us that the world is ready for 5D Thinking. The time for its widespread adoption is now.





## DISCOVERING THE POWER OF 5D THINKING IN DUTCH ISLAMIC EDUCATION

*Asma Claassen*

Asma Claassen - Director and Expert in Education, Tarbiya, and Identity Islam-Wise.nl Chair Islamic Publishing House for Islamic Schools SUVIO.org

My name is Asma Claassen, an expert in education, tarbiya, and identity. With a deep passion for integrating Islamic values into modern education, I am thrilled to be the exclusive partner for The Institute of Integrated Knowledge (IIK) in the Dutch-speaking regions. IIK's groundbreaking 5D Thinking model promises a transformative educational experience, and I am excited to introduce this innovative methodology to Islamic schools in the Netherlands.

### **Journey and Background**

My educational journey and professional background have uniquely prepared me for this mission. With extensive experience in teaching, curriculum development, and educational consultancy

, I have always been dedicated to fostering environments where Islamic values and academic excellence coexist harmoniously.

As the Director and Expert in Education, Tarbiya, and Identity at Islam-Wise.nl, I have led various initiatives aimed at enhancing Islamic education and character development in the community. Throughout my career, I have held numerous positions that have shaped my understanding and approach to education. From serving as a policy advisor on identity at The Islamic School Boards Organization (ISBO) to being an external assessor for the Teacher Training Program for Islam Teachers at INHOLLAND University, I have consistently worked towards integrating Islamic principles within educational frameworks. These roles have equipped me with the skills to effectively communicate, coordinate, and implement educational strategies that resonate with both teachers and students.

### **The 5D Thinking Model**

The 5D Thinking model developed by IIK is a comprehensive educational approach that seeks to restore the connection between the creation and the Creator, addressing the disconnection problems prevalent in modern education.

This model promotes critical thinking, holistic learning, and a deep appreciation of the divine signs in the universe.

Key aspects of the 5D Thinking model include:

1. Discovering Divine Signs: Encouraging students to see the wonders of the universe as signs of Allah, promoting a deeper understanding and connection with their faith.
2. Asking Critical Questions: Fostering an environment where students can question and explore, leading to a more profound comprehension of scientific and religious concepts.
3. Appreciating Divine Wisdom: Helping students recognize and value the divine wisdom in all aspects of creation, enhancing their moral and character development.
4. Connecting Knowledge: Integrating scientific knowledge with Islamic teachings, ensuring a balanced and comprehensive educational experience.
5. Filtering Secular Ideologies: Teaching students to critically evaluate and filter out secular ideologies that conflict with Islamic beliefs, promoting a worldview that aligns with their faith.

### **Implementation in Dutch Islamic Schools**

In August, I am invited to attend a comprehensive course for teachers on the 5D Thinking model in Istanbul, in sha Allah, led by Ustadh Necati Aydin and his colleagues. This training will equip me with the necessary tools to effectively introduce and implement the 5D methodology in Dutch Islamic schools, in sha Allah.

For more information about me or my work, please visit my website [www.islam-wise.nl/en-gb](http://www.islam-wise.nl/en-gb), feel free to contact me at [a.claassen@islam-wise.nl](mailto:a.claassen@islam-wise.nl).

### **The implementation plan includes:**

- Translating and Adapting Content: I will translate the 5D lessons and training materials into Dutch, ensuring they are culturally relevant and contextually appropriate for the Dutch-speaking Islamic community.
- Teacher Training: I will conduct extensive training sessions for teachers, providing them with the knowledge and skills to effectively use the 5D model in their classrooms. These sessions will cover the fundamental principles of 5D Thinking and practical applications in various subjects.
- Awareness Campaigns: Through informational meetings and workshops, I will raise awareness about the benefits of the 5D model among school administrators, teachers, parents, and the broader community.
- Support and Guidance: For schools adopting the 5D model, I will offer continuous support and guidance, assisting with the integration process and addressing any challenges that may arise.

### **Conclusion**

The 5D Thinking model is not just an educational tool; it is a transformative approach that aligns with the holistic development of students in Islamic schools. By fostering a deeper connection with Allah through the study of His creation, the 5D model prepares students to navigate the complexities of the modern world while staying true to their faith. I am honored to lead this initiative in the Netherlands and look forward to witnessing the positive impact it will have on our educational landscape.





## SPRING'S METAPHORS FOR RESURRECTION

*Dr. Colin Turner*

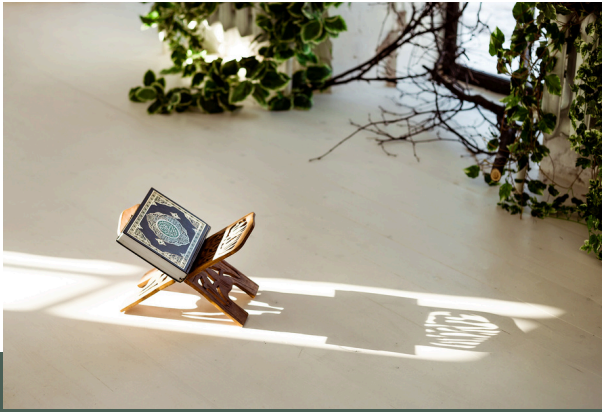
Every spring, we see that our little garden is brought back from the dead, the skeleton-like trees receiving fresh new leaves and fruits after the long, lifeless winter. Why, then, do we refuse to believe that our decayed bones can be brought back to life after our death?

Every morning, we see that we have been raised out of our beds, revived from our death-like sleep, and made ready to welcome a new day. Why, then, do we refuse to accept that we will be raised up from our graves and given new life in a brand new world?

We were created in the dark, bloody interior of a tiny realm known as the womb, and then brought out into this wide, blue-skyed world, with its fields and rivers, its seas and its mountains. Why, then, do we refuse to believe that one day He will take us from this world and place us in a realm far greater and more amazing than anything the eye has seen here.

Indications and illustrations of death and resurrection are all around us, for those who have eyes to see and hearts that understand.





## THE POWER AND PERIL OF USING SCIENCE TO PROVE THE QUR'AN

*Dr. Necati Aydin*

As a source of divine revelation, the Qur'an invites us to contemplate the wonders of creation. In our modern age, **many seek to find evidence for the Qur'anic truth within scientific discoveries.** While this pursuit offers potential insights, it's vital to recognize both **the power and the limitations of using science** as a lens for understanding the Qur'an and affirming its eternal truth.

### **The Qur'an's Universal Message and Intuitive Evidence**

The Qur'an's central message, Tawheed (the Oneness of God), resonates with **a timeless truth that needs no complex scientific validation.** Just as we intuitively understand that a magnificent building requires a skilled architect with knowledge, power, and purpose, the intricate order and harmony of the universe necessitate a Creator of infinite knowledge and power.

This fundamental truth lies at the heart of human experience, transcending any specific era's scientific understanding. To insist upon scientific proof for the Qur'an's core teachings diminishes the power of this intuitive, universal truth accessible to all.

We never see a building come into existence by itself. The materials, like bricks and cement, never assemble themselves. A plan or knowledge is necessary but not sufficient. Even with a complete plan and all the materials, a building won't appear on its own even in millions of years. Through human experience and intuitive evidence, we can conclude that a building requires builders with knowledge, life, consciousness, will, and power to construct it.

To illustrate, imagine experiencing a headache. We know this through direct, personal experience – intuitive evidence. Even if the best doctors conducted extensive medical tests and found no empirical evidence of the headache, we would still believe our own intuitive knowledge of the pain. This is because **intuitive evidence often holds greater weight than empirical evidence, as it is grounded in our immediate, direct experience of reality.**

Similarly, **the Qur'anic message of Tawheed requires no scientific/empirical evidence for the Creator of the universe.** We do not need scientific proof to believe in the maker of a house. Similarly, we do not need science to believe in the Builder of the universe. We have intuitive evidence. The intuitive evidence is universal and based on shared human experience. , we do not need to verify Qur'anic truth using complex scientific theories.

## **Science: A Window into the Creator's Names and Attributes**

While not a primary proof, **science can illuminate the profound wisdom and artistry embedded within the fabric of the universe.** From the delicate balance of ecosystems to the mathematical precision governing celestial bodies, scientific discoveries can deepen our awe and appreciation for the Creator's attributes. Think of it as studying a masterpiece painting: while we can intuitively grasp its beauty, a close examination of the brushstrokes, color choices, and composition reveals even greater depths of the artist's genius. Similarly, **science acts as a tool to help us better understand the magnificent attributes of God reflected in the creation** as described in the Qur'anic verses.

## **The Perils of Tying the Qur'an to Transient Science**

Science, rooted in human observation and understanding, is inherently dynamic and, at the same time, falsifiable. Theories once considered absolute, like Newtonian physics, have been challenged and revised by discoveries like quantum mechanics. **Forcefully linking Qur'anic verses to specific scientific theories of the day risks undermining the Qur'an's timeless message if those theories are modified or proven false.** For instance, some may consider the Big Bang theory perfectly aligning with the Qur'an's understanding of creation. This might tempt interpretations or translations of relevant verses that explicitly reference the Big Bang theory. However, if future scientific advancements supersede this theory, it could cast doubt on the Qur'anic verses themselves.

Therefore, we must be cautious when using science to explain specific Qur'anic verses. The Qur'anic truth must stand above and beyond the ever-shifting landscape of scientific knowledge.

## **Scientism and the Limits of Science**

It's essential to avoid scientism, the flawed belief that science holds all the answers or is the sole arbiter of truth. While science excels at addressing "what" questions based on observation, it's inherently limited by what we can observe. **We must avoid both extremes: dismissing science altogether or placing it as the ultimate authority.** Instead, a nuanced and balanced approach is key. Science is excellent at revealing unobserved signs of God's creation. However, it is not the ultimate measure of Qur'anic truth. **Science addresses the "what" of the universe – the physical composition. On the other hand, the Qur'an guides us to the "how" and "why" – illuminating the creative acts, purpose, and meaning beyond mere physical observation.**

Consider water as an example. Science describes its physical and chemical properties. However, it could not explain how just a difference in the number of protons gives us hydrogen and oxygen with different properties, as physics reveals. It also cannot explain how we get entirely different properties of water from hydrogen and oxygen as they come together and establish chemical bonds. Thus, **we argue the "how" question is about creation. It cannot be explained without God.** What science calls emergent properties are, in fact, "created properties" according to the Qur'anic worldview.

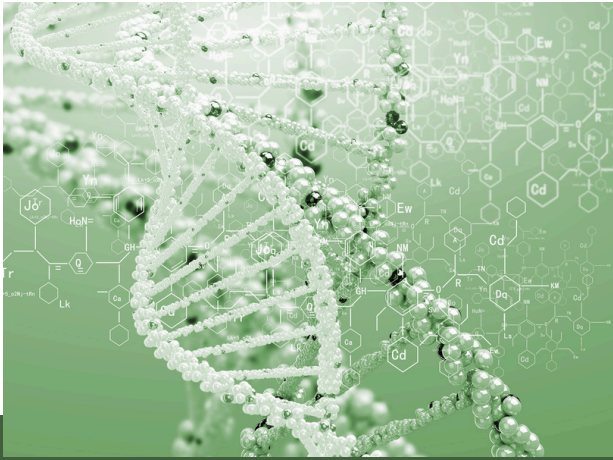
## **Integrating Science and Revelation in Education**

Our responsibility as educators is to nurture a generation that grasps this subtle interplay between science and revelation. The 5D Thinking model emphasizes the importance of pure science, free from materialist ideology. Let us instill within our students reverence for creation as a manifestation of the Divine Names. **We can empower them to use scientific knowledge to perceive even more signs of God in the universe.** The Qur'an remains the timeless guide, illuminating connections between scientific discoveries and the enduring truths of revelation. This fosters harmony between these two sources of knowledge.

Just as focusing solely on science ignores the deeper purpose and meaning in the Qur'an, teaching revelation without science is also incomplete. Imagine claiming to believe in the architect of the awe-inspiring Blue Mosque but refusing to study its intricate details – the calligraphy, the mosaics, the architectural marvels. These features all reflect the architect's immense skill and artistry. Similarly, science provides a powerful tool to appreciate God's intricate design and creation in the universe.

**Therefore, in the 5D thinking model, we argue that teaching science without God is incorrect, and teaching revelation without referring to the creation is incomplete. Teaching science without God limits our understanding of the deeper purpose and meaning behind the universe's wonders, and teaching God without science can leave us with an incomplete picture of creation.**





## SEEING SIGNS OF THE CREATOR IN ORDERLY CREATION

*Dr. Ali Mermer*

We experience that the order cannot be established accidentally. It is universally applied, not in the existence of one atom or one star, or one cat. At every level of existence, even a particle also exists within a perfect order that the scientists make an equation to explain it. It is employed in the body of an atom and the atom exists in order and functions where it is created perfectly. In turn, it is employed in a molecule and it also functions perfectly for a good reason and many benefits. At the level of an organ of living beings or a chemical structure we see again the order and it has innumerable benefits. This goes on until the entire body of the universe which exists in a perfect order. This amazing almost infinite layer of structure of the universe exists within endless levels of order and each has unimaginable benefits which cannot be the result of unconscious chaos at all.

And we cannot witness in the history of existence that at any period of its existence there was a chaotic existence. There is no sign of it at all. Even though they appear to be chaotic, for example, the existence of volcano explosions, we understand that there is an order but just because we cannot calculate it by measuring everything related to its explosion we simply say, out of our ignorance, it is chaotic.

The order in the universe has incredible benefits. We can make sense of the existence of each being, with its functioning in a purposeful manner, through these benefits. We can know how to communicate within the conditions of this world with our Creator by obeying His order and asking Him to create what we need. We also learn from the order who our Source of Existence is, so that we can trust Him as the creator of everything with perfect wisdom and knowledge. This makes us feel that whatever happens in our life is not accidental but for a purpose to teach us who we are and who our Owner is. We know He initiated our life into the world and He will definitely give an end to it at the moment of death of our body. This undesired perfectly arranged result must have a purpose as well. We are given the ability to make sense of His wisdom that our existence as human beings does not consist of the body only. We have innumerable senses, including consciousness that makes us aware of everything, intelligence, memory, senses of love, hate, hope, sadness, happiness, despair, anxiety, security, smell, taste, hear, see, so on and so forth.

It is impossible to count. We need to use them in a meaningful way so that we will enjoy our lives without the fear of losing it soon forever. This feeling is the result of denying the Conscious, Merciful Creator and reducing our valuable life to stupid "accidents" or "random happenings" in the cells. Our Creator must be so Merciful that He does not let us live with comfortable feelings when we deny Him as our only Owner.

When we look at the beautiful beings, in their every changing state there are beautiful benefits tucked within each layered structure of beings. For instance, we experience four seasons in a year, they are constantly changing. Like the layered structure of a cabbage, there is the spring layer, then comes the summer layer, followed by the fall layer, then comes the winter layer. Like four layers on top of each other, there are innumerable instances of wisdom and benefits decked in between each one. Volumes of books have been written about the weather, the state of the water, the position and movements of the earth, the benefits related to the formation of the soil. There are thousands of benefits and purposes in the fact that the earth revolves around the sun in the shape of an ellipse instead of a circle. There are thousands of wisdoms everywhere, it is enough to examine one place, but the more we examine, the more we see different manifestations of wisdom. All this provokes one's feelings of questioning the reason for existence. Every kind of creation sends a message to my human capacity to teach me the purpose in my existence, which is to know who I am and who my Owner is, and I am not the one in charge of this world.

This is also wise and beneficial for human beings to get ready to satisfy his yearning of human spirit for eternal happiness by acknowledging that only his Absolute Creator can satisfy this desire. Those who fancy the idea that nature is their source of existence have to suffer with the hopelessness that their dead-end life has no way of satisfaction and they will lose their existence forever at the end of this life on earth. This baseless delusion absolutely contradicts human capacity.

Each branch of science studies the universe and presents its benefits for us. The universe is a set of laws of "*kun*". Some of the people working in laboratories say that they are studying the universe to benefit human beings. But they may also be serving the atom bomb or the weapon industry. Some scientists work for status, salary, identity, and a good pension. There are also political and social aspects to this work. Said Nursi says the following about those who work in this universe: "Whether you realize it or not, you are not studying the meaningless universe, you are showing us the laws of creation, the "*kun*" instructions, the manifestations of the Will of the Creator, which point to the intentions and wisdom of the Creator, the Artist, the Organizer of the universe."

No matter which book of physics or biology we read, they all speak in rules, that is, they display general rules. Seeing all this perfect order, no human can claim that the universe could have happened by chance on its own; no one can show that there is chance in the creation.

Science discovers the fact that throughout the known history of the universe, without exception, no coincidence has ever been seen, and that everything exists everywhere in absolute order, all dispel the delusions of the devilish interpretations. By establishing formulas and principles everywhere, from the mote to the stars, science itself declares, "There is no coincidence in the universe". The order of the universe also cannot be established by blind "nature" or matter which is itself subject to the order of the universe. The plan of an engine cannot be produced by the elements of the engine or by the engine as a whole. The engine itself must be made according to its already prepared plan by a conscious agent, and it is subject to the way it is made within a plan and exists accordingly. But we should remember that the example of the "engine" of the universe is subject to a continuous perfect change in its being; it has no quality to change its existence.

We can liken some of these scientists to slaves who do not expect anything for themselves except a petty salary and temporary fame, but serve us. They study the universe, but, out of their biased obstinacy, they do not acknowledge that they are studying how the "kun" instructions of the Creator are actualized. They do not benefit from their findings for the satisfaction of their human qualities, which they in fact deny their feelings, consciousness apart from their body, even though they exist. They are content with worldly and bodily benefits such as getting a salary, having a comfortable retired life.

Of course, it is impossible to understand why they are seeking a reputation to satisfy their body, if they have only material existence. Does the body get satisfaction by dignity among people? Thanks to their labor, even if they themselves as humans do not benefit from their work, some other people who have consciousness will see in the results of these works the signs of the intention and wisdom of the "Sani" (The Artist) of the "san'at" (The Artistic work of God) through the "kun" instructions.





## INSIGHTS ON THE HYBRID & ONLINE-ONLY MODES OF THE EXISTENCE AND MEANING INTERNATIONAL PROGRAM

*Dr. Saba Ansari*

**Interviewer: Saba Irshad Ansari, Director of Existence and Meaning program**

**Interviewees: Dr. Ahmet Subaşı and Mr. Nuruddin Al-Akbar**

Dr. Ahmet Subaşı from Turkey, residing in the UAE and pursuing his PhD at IIUM.

Mr. Nuruddin Al-Akbar from Indonesia, who recently completed his master's at Universitas Gadjah Mada.

Both participants from the Fall 2023 cohort share their experiences and insights on the program's modes. The Hybrid programs consisted of thirteen weeks of online classes and one week of on-site classes in Kuala Lumpur, Malaysia.

**Saba: As your last day here in KL, how would you describe your overall experience attending the program in hybrid mode?**

Ahmet: Alhamdulillah, I feel incredible. This experience is truly remarkable. As I review my notes, I find that I've written tens of pages filled with profound insights, countless golden nuggets of wisdom, and descriptions of the emotions and expressions encountered. This is something truly significant. What we are doing here goes beyond any typical seminar or conference. It's something extraordinary. In sha Allah, we look forward to seeing our brothers and sisters at future gatherings.



*Dr. Ahmet Subaşı*

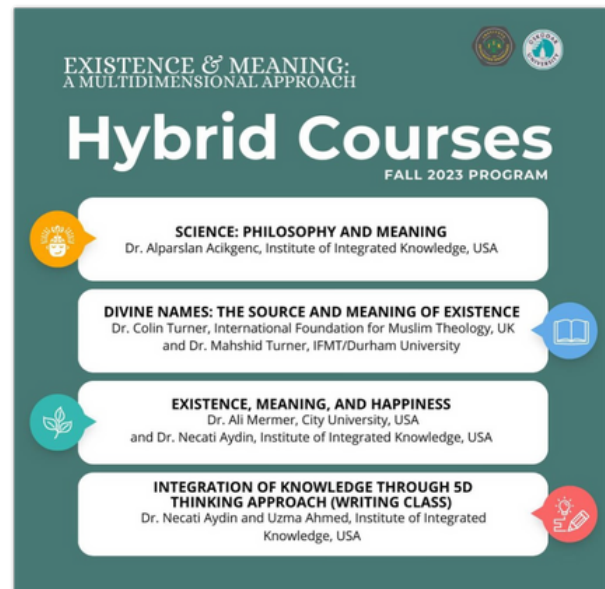


**Saba: How effective was the hybrid format for this program?**

Ahmet: The hybrid program "Existence and Meaning" emphasizes the importance of spiritual experiences, focusing not only on external reality but also on the phenomenological aspects of how these experiences manifest. This involves observing how people's faces shine when they meet and interact with others, creating a unique and enriching experience. This traditional practice, known as mashq, facilitates a flow between the hearts of different people, enriching our existence through shared spiritual spaces. It's a profound experience that touches the spirit and fosters meaningful connections. I strongly recommend everyone to participate in this life-changing program at least once. Spending a week in this hybrid format can truly transform one's perspective and spiritual well-being.

**Saba: Would you recommend this program to others interested?**

Ahmet: Wallahi, don't miss this opportunity, everyone. I wholeheartedly recommend it to anyone interested in understanding the meaning and purpose of their existence and learning the integrative approach. It's truly extraordinary. You should not miss it.



**Interview with Nuruddin Al-Akbar**

**Saba: Can you describe your overall experience with online classes? How engaged did you feel during these sessions?**

Nuruddin: Thank you for the question. If asked about my feelings regarding joining an online class, I would express immense pride in having the opportunity to participate in a virtual environment where I can engage with esteemed thinkers from various scientific backgrounds. Interacting with scholars such as Prof. Necati Aydin, Prof. Alparslan, Prof. Colin Turner, Prof. Ibrahim Ozdemir, and other notable intellectuals who explore the relationship between religion and science has been incredibly rewarding. I am particularly proud to be part of these online classes and to engage in dialogues with such brilliant minds. The sessions are highly engaging and include stimulating brainstorming discussions.

Nuruddin (cont.): As someone deeply immersed in the study of philosophy, this experience has been profoundly enriching and intellectually invigorating.

**Saba: Could you please describe the aspect of the classes and lectures that you found most engaging and valuable?**

Nuruddin: Answering this is a bit tough, so I'll share my thoughts on the different parts of the online classes. The presentation sessions are vital, showcasing various ways to integrate religion and science. Prof. Necati Aydin introduces 5D Thinking, while Prof. Alparслан Açıkgenç blends science and religion philosophically, drawing from Al-Ghazali and Ibn Arabi. He also engages critically with Kant's ideas. Prof. Colin Turner explores this integration through Said Nursi's theology, providing valuable insights for those new to Nursi. These classes are engaging and enrich anyone interested in the intersection of religion, science, and philosophy.

**Saba: How has the program influenced you, and what recommendations would you offer to others considering this program?**

Nuruddin: As I mentioned, this class shows that integrating religion and science can be done genuinely without forcing modern science to fit a specific theological mold. Anyone interested in the dialogue between religion and science will find this class beneficial, whether they are Muslim or not.

For example, Jewish thinker Maimonides was influenced by Islamic scholars like Ibn Rushd, and Christian thinkers have drawn from Ibn Sina and Ghazali. 5D Thinking can be appreciated by people of all faiths, including Jews, Christians, Buddhists, Taoists, and even agnostics. Additionally, those interested in semiotics and existential philosophy will find this class valuable.



*Nuruddin Al-Akbar*



## INTEGRATING FAITH AND EDUCATION AT TAQWA ACADEMY

*Uzma Ahmed*

Taqwa Academy, London, Ontario, has been nurturing young minds for 25 years now, with 400 students from kindergarten through twelfth grade. In this insightful interview, Uzma Ahmed, Director of Education Training, talks with Sally Kaloti, Secondary school Principal of Al-Taqwa Academy, about their journey, challenges, and the transformative impact of the 5D Thinking Model.

**Uzma:** Sally, thank you for joining me today. What inspired the integration of the 5D educational model into the school curriculum?

**Sally:** Thank you. Our aim is to ensure that education at Taqwa Academy isn't just about instruction but also about instilling a deeper understanding and meaning in learning. The 5D model helps us connect every aspect of our teaching with Islamic values, emphasizing the belief that Allah is the creator of all things.

**Uzma:** After attending your first training session at the Canada ISAC retreat in June 2023, what key takeaways did you bring back to Taqwa Academy?

**Sally:** The retreat highlighted the subtle ways our textbooks could reflect our faith. For example, in our spring book, we emphasize that the season of spring isn't just a natural occurrence but a creation of Allah. This was a transformative experience for me, especially coming from a secular educational background in Canada, where I learned to view everything as separate.

**Uzma:** What was the initial reaction from your staff when you introduced this new model?

**Sally:** The response was overwhelmingly positive. The entire staff was on board and eager to weave these principles into their teaching methods.



**Uzma: Implementing such a transformative educational model must have its challenges, particularly with existing resources. How did you manage?**

Sally: Indeed, most available resources have a secular approach, so it required some ingenuity to align them with our faith-based curriculum. Despite these limitations, our teachers have done remarkably well, and we are optimistic about acquiring more suitable resources in the future.

**Uzma: Have there been any noticeable changes in the staff or students since the integration of the 5D model?**

Sally: Absolutely. There's a visible shift in the thought processes of our older students, who now feel a stronger connection and dependence on Allah. The practical nature of the 5D model helps them integrate daily observations with their faith, making it easier to comprehend their lives and beliefs.

**Uzma: During our observations, we were particularly impressed by several teachers. Could you share more about their contributions?**

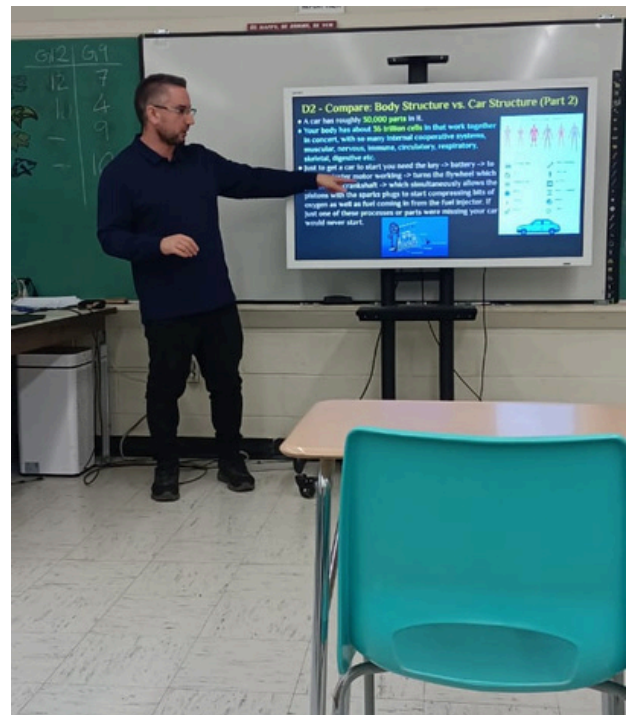
Sally: Mr. Mahfouz in Grade 12 Biology discussed the placebo effect and its implications beyond just science. In Grade 1, Ms. Qudan's lessons about the Earth are always enlightening, and Mr. Rovithis in Grade 5 has a unique way of integrating food studies with faith.

**Uzma: Last month, the 5D team visited Taqwa Academy. How was that experience?**

Sally: It was thrilling. Everyone benefited greatly from the visit and wished it could have lasted longer. It's always invigorating to have such interactions, and we look forward to more in the future.

**Uzma: Thank you, Sally, for sharing these insights. It's inspiring to see how Taqwa Academy is pioneering a faith-integrated educational approach.**

Sally: Thank you, Uzma. We're just at the beginning of this journey, and we're excited about the future.





## 5D IN CANADA SCHOOLS

*Uzma Ahmed*

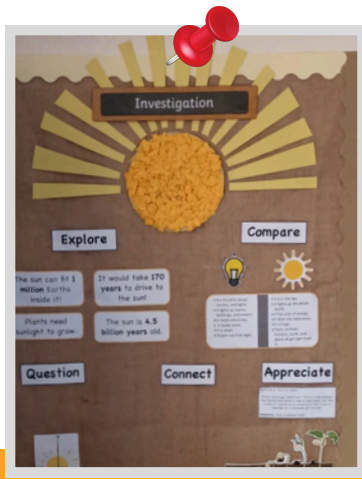
In August 2023, several Canadian school leaders attended the first Istanbul workshop on Transformative Teaching. Just six months later, in April of this year, we saw the fruits of their efforts. Tarbiyah Learning Academy, Ottawa Islamic School, Taqwa Academy, and London Islamic School invited us to visit their classrooms and meet their teachers. We witnessed many innovative lessons where teachers beautifully applied the 5D model and met with children and staff who were inspired by this new approach to learning.

One particularly exciting moment was a grade 8 lesson on heart valves. Students tried to make heart valve replicas, demonstrating that things cannot make themselves. The unique design of heart valves, too complex to easily replicate, reinforced this concept. Additionally, an Arabic teacher integrated the 5D model into a lesson on 'spring', while an English teacher incorporated 5D concepts eloquently in a public speaking lesson.

A grade 12 biology teacher used a simple analogy to captivate the class, showcasing the depth and simplicity of the 5D model.

Our observations and feedback during these visits proved invaluable. Teachers benefitted greatly from the constructive insights, with many expressing newfound confidence in applying the 5D model. They were able to refine their lessons and approaches, making the 5D concepts even more accessible and engaging for their students.

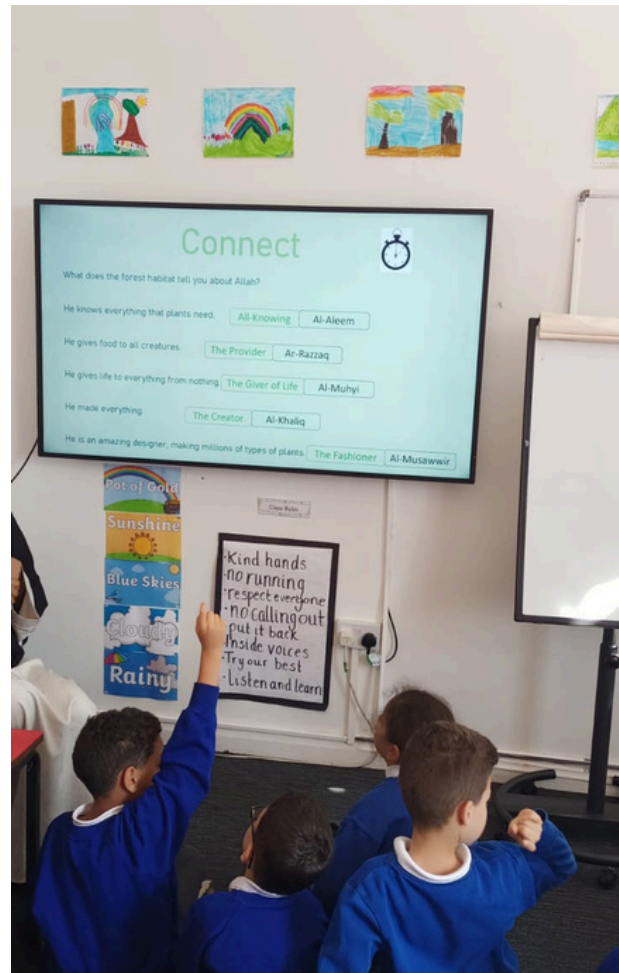




## 5D IN THE UNITED KINGDOM SCHOOLS

*Uzma Ahmed*

**Shakhsiyah schools** have been working with the 5D model for 18 months, and each visit shows the learners becoming more accustomed to this approach. The kindergarten workbook, with its colorful pages, has been a hit among the children. Videos have proven helpful in explaining analogical thinking during the comparing step. The teachers were excited to incorporate 5D into the 'curriculum in both branches.



**At Gardens of Jannah Trust's Buttercup Primary**, teachers observed Uzma Ahmed taking year 1 and year 3 lessons. Our feedback sessions were particularly beneficial, helping teachers identify strengths and improvement areas. As a result, teachers seem to be gaining more confidence with each application of the 5D approach, steadily enhancing their teaching practices.



## 5D THINKING MODEL WORKSHOPS IN PAKISTAN

*Uzma Ahmed*

From May 16th to 19th, 2024 the 5D Thinking Model was presented by Dr. Necati Aydin to over 600 educators in Pakistan. Hosted by Khawaja Asim and his dedicated team, the workshops were organized under the auspices of Adabistan Soofia Trust. This trust oversees three schools, including Lecole Mondial, Pakistan's first Islamic International Baccalaureate (IB) school. The workshop aimed to introduce a holistic approach to education that integrates scientific inquiry with spiritual and moral dimensions.

### Adabistan Soofia Trust Staff

The first two days were dedicated to the staff of Adabistan Soofia Trust, encompassing preschool to IGCSE teachers. The sessions were held at Lecole Mondial, providing participants with a conducive environment. The sessions were interactive, with teachers engaging in discussions, quizzes, and activities designed to apply the 5D Thinking Model in their classrooms.

The feedback was overwhelmingly positive, with educators expressing enthusiasm for incorporating this holistic approach into their teaching methods.

### Engaging Lahore's Educators at Pearl Continental

The third day saw a broader audience as educators from various schools from all over Pakistan gathered at the Pearl Continental Hotel. Participants from Karachi, Islamabad, and Rahim Yar Khan also availed this unique opportunity. The excitement was palpable as participants were eager to learn how to transform traditional teaching approaches.

The response from all educators was incredibly positive. Many appreciated the model's emphasis on character building and moral education, aspects often overlooked in conventional teaching methods. The discussions and networking opportunities provided a platform for educators to share ideas and strategies for implementing the 5D Thinking Model in their respective schools.





### A Warm Reception in Gujranwala

On the last day of Dr. Necati's bust schedule, The Learning Hub in Gujranwala hosted local schools where educators enthusiastically welcomed the 5D Thinking Model and expressed a strong interest in adopting this model to enhance their teaching methodologies, particularly appreciating its alignment with Islamic principles and values.



Notably, one school from Lahore determined not to miss out after missing the Lahore session and traveled two hours to attend. Another school demonstrated their commitment by coming all the way from Khanewal, traveling 5-6 hours. This enthusiastic participation underscored the leaders' dedication to adopting innovative approaches that align with Islamic principles, fostering comprehensive and holistic educational excellence.







### Meeting with School Leaders at Pearl Continental

A significant meeting also took place at the Pearl Continental Hotel, gathering school leaders and key figures from around 20 schools across Lahore. This gathering provided an invaluable platform for educational leaders to engage with the 5D Thinking Model.

Dr. Necati's visit to Pakistan marks a significant step towards integrating holistic educational models. The enthusiastic response from participants indicates a bright future for the 5D Thinking Model in shaping the educational landscape of Pakistan.





## *Share Your 5D Experience in Our Magazine!*

Are you an educator, a curious student, or simply someone passionate about the harmonious blend of science and Divine insights? We're excited to invite contributions that embrace and reflect the profound principles of the 5D thinking model.

Here's your opportunity to be a part of something transformative, to share your unique perspective and insights with our diverse readership. We invite you to share your reflections on your experience with 5D thinking. Tell us how it has influenced your life, work, or worldview. Are there challenges you've encountered that you believe 5D thinking can address uniquely? You can compare 5D with other models, propose topics, or share anything related to this fascinating paradigm shift.

### **Why Contribute?**

**Share Your Wisdom:** Your unique perspective can inspire and enlighten others.

**Foster Dialogue:** Contribute to meaningful conversations on the intersection of science, spirituality, and life.

**Be Part of Something Bigger:** Join a community of like-minded thinkers and educators.

### **SUBMISSION GUIDELINES:**



- **Relevance:** Your submission should clearly reflect the principles of the 5D thinking model.
- **Originality:** We value fresh perspectives. Please ensure your content is original.
- **Structure:** Whether it's an article, interview, or review, ensure it's structured, clear, and engaging for our readers.
- **Word Limit:** Aim for 500-1500 words, though we're flexible for compelling pieces.

*Submissions can be sent to [saba@5dthinking.org].*

*Please include a brief bio and any relevant credentials.*



## 3D PRINTERS OF THE DEEP: THE DIVINE ENGINEERING IN MARINE WORM BRISTLES

*Aisha Alowais*

Recent research has revealed a remarkable phenomenon in the marine world: the bristle formation process of the worm *Platynereis dumerilii*. These hair-like projections, crucial for the worm's movement and interaction with its environment, are constructed in a manner strikingly similar to 3D printing. This intricate process involves specialized cells, known as *chaetoblasts*, meticulously depositing layers of *chitin*, a durable material, to form the complex bristles piece by piece.

Modern 3D printers make three-dimensional objects by layering material according to digital blueprints. The *chaetoblasts* in these worms function much like the nozzles of a 3D printer, dynamically manipulating tiny structures called *microvilli* to sculpt bristles with sub-micrometer precision. However, unlike human-engineered printers that rely on external power and complex software, these biological "printers" operate with astounding efficiency, utilizing cellular energy and biochemical pathways without any external input.

### Blind Nature or Divine Architect?

This remarkable display of invisible engineering in *Platynereis dumerilii* compels us to reconsider the origins of such intricate design. While the researchers' analogy to 3D printing highlights the principles of precision and intentionality, it's crucial to remember that even the most primitive printers are the result of human intelligence and design. They do not spontaneously arise from their component parts or by accident. How then, can we attribute the vastly superior biological "3D printer" of the marine worm to blind, purposeless forces?

The bristles of *Platynereis dumerilii* are not merely functional; they are a proof to the exquisite craftsmanship of their design. Each segment, fashioned with sub-micrometer accuracy, showcases a level of precision that surpasses even the most advanced human-made 3D printers. These *chaetoblasts*, though lacking a conscious mind, act as if it is conscious, dynamically adjusting their *microvilli* to shape bristles perfectly tailored to the worm's specific needs.

Moreover, these bristles are not static; they change in response to the worm's environment, showcasing a level of dynamic functionality that human engineers can only dream of achieving. This ability to change begs the question: Could random, undirected processes truly give rise to such a sophisticated biological "3D printer," capable of autonomous adjustment and optimization? The notion that a 3D printer could design and build itself, or arise from an accidental assembly of its parts, is patently absurd. Why then should we attribute this far more complex capability to the worm itself or to the blind forces of nature?

Naturalistic explanations often propose that random mutations and natural selection drive the evolution of complex structures. Random mutations are, by their very nature, unpredictable and chaotic. How could they consistently produce the precise and ordered structures seen in the worm's bristles? Can it be the outcome of natural selection? Of course, not! That is because blind and mindless nature cannot select such complex structures that require the precise coordination of multiple components. Quantum physics further deepens this challenge, proposing that creation is a continuous process where everything is renewed every moment, leaving no room for gradual evolutionary changes.

### **A Commendation of Divine Ingenuity**

When we consider the astounding complexity and functionality of these bristles, it becomes increasingly difficult to attribute their formation to mere chance or undirected processes. The evidence strongly suggests deliberate design and dynamic creation. The bristle formation process involves the coordinated interaction of various cellular components and biochemical pathways, much like an engineered system where each part is meticulously designed to contribute to the whole.

Indeed, these marine worms, thriving in shallow coastal waters, play a vital role in the marine ecosystem, preying on smaller organisms and serving as food for larger ones.

This interconnectedness demonstrates the intricate web of life and the delicate balance within the universe. This integration and deliberate design highlight the wisdom and power of the Creator, inviting us to appreciate the relationships that sustain life on Earth.

It reveals that the Designer is All-Wise (Al-Hakeem) and All-Knowing (Al-Aleem). He is the Creator (Al-Khaliq), bringing something out of nothing. He is the Most Merciful (Ar-Raheem), fulfilling the needs of living beings out of His kindness.

### **The Divine Artistry of Life**

The meticulous process of bristle formation teaches us valuable lessons about precision, care, and collaboration. Just as the chaetoblast cells diligently craft each bristle, we should approach our own tasks and responsibilities with meticulous care and unwavering dedication to excellence. Moreover, the collaborative effort of researchers to uncover these biological mechanisms underscores the importance of cooperation, while simultaneously humbling us with the realization of the vastness of knowledge yet to be discovered.

As we continue to explore the intricate wonders of the universe, we are constantly reminded of the infinite depth and breadth of God's creation. The study of these marine worms should not merely be a scientific curiosity, but a profound reflection on the Divine Artistry that shapes our world. Can we truly attribute such wonder to anything less than the One with infinite knowledge and power?

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3D Printing Marine Worms' Bristles - Nature Article:

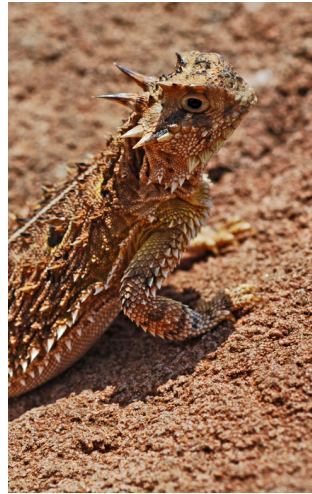
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3D Printing Marine Worms' Bristles - Interesting Engineering:

<https://interestingengineering.com/science/3d-print-marine-worms-bristles>

# The Art of Camouflage

## 5D Thinking Team



### 1

#### First Step – Explore



Have you ever played a hide-and-seek, blending in so well that no one could find you? Thousands of animals play this game all the time through camouflage! They have special skin cells or body shapes that help change their colors or mimic patterns. It's like wearing a real-life invisible cloak. Here are five amazing players:

1. **Milk Snakes:** The non-poisonous milk snake mimic deadly coral snake by having similar stripes, deterring predators. They even imitate a rattlesnake if they feel threatened.
2. **Arctic foxes:** In summer, Arctic fox blends into the rocky tundra with its earthy brown coat. But as winter snows arrive, its fur transforms into a brilliant white, offering perfect camouflage against the snow.
3. **Chameleons:** They change their color through special skin cells that adjust spacing and light reflection. As they walk along a branch and stick out their long tongue, they can show a beautiful display of colors. This makes them nearly invisible while also helping them communicate through color change.
4. **Cuttlefish:** They change its color and pattern in a second. It is hard to believe how many different shapes they could take. They can also have the texture of their skin to resemble rough rocks or smooth seaweed.
5. **Stick Insects:** They look amazingly like sticks or leaves, helping them blend into their environment. Some even have markings that mimic bark or leaf veins, making them nearly invisible.

## 2 Second Step – Compare

Did you know that soldiers learned the art of camouflage from animals?

A long time ago, soldiers began using some objects to match their surroundings. Today, every army uses camouflage!

Over time, camouflage became advanced. Patterned uniforms were designed for forests, deserts, and even snow! Now, soldiers wear uniforms that hide them from heat-sensing cameras, and vehicles colors can be changed like chameleons.

Camouflage isn't just for war. Hunters use it to get closer to their prey, and photographers use it to get amazing wildlife shots!

Scientists, designers, and engineers continue to develop advanced camouflage techniques based on incoming demand.

## 3 Third Step – Question

Soldiers learned camouflage from animals. But who did animals learn from? Some say it's natural. Let's think about it. Did the milk snake learn from nature to cleverly imitate the venomous snake? How did blind natural forces know that the arctic fox should change its coat with the seasons? Did mindless nature develop ingenious camouflage techniques? If so, why do we attend schools for years? Let's go to nature. Let it teach us everything.

What is nature? Everything! So, did everything make itself? Has anyone seen something making itself? Of course not. Therefore, the amazing camouflages in animals cannot be the work of blind, deaf, and mindless nature.

Could it be chance? Did a stick insect reshape its body by chance to resemble a stick? Did the chameleon learn by chance how to control its skin? Of course not! Just as technological wonders don't happen by chance, camouflage wonders don't happen by chance either.

So, could it be the special cells called melanin that cause camouflage? Melanin is a type of dye. Just as paints and fabrics cannot make a camouflage uniform, melanin alone cannot make camouflage. There must be a designer who uses melanin like paint to create camouflage.

So, who is the Designer who reveals Himself through amazing camouflage shows?



## 4 Fourth Step – Connect

8

To see the Designer, we must first perceive the profound connection between camouflage and the cosmos.

Think of a chameleon! It needs exceptional sight to perceive color, sunlight to see, and mathematical knowledge to control its skin. To understand patterns, it needs artistic talent. To craft its camouflage, it needs vast knowledge and power. Indeed, camouflage depends on many things. Animals couldn't know and control them.

Only someone with unlimited knowledge and power could design camouflage. The Qur'an calls Him Allah. He alone has such power and knowledge.



### What does camouflage tell us about Allah?

He who grants them gorgeous garments

The Fashioner

AL-MUSAWWIR

He who is the source of all beauty

The Beautiful One

AL-JAMEEL

He who sees the intricacies of creation

The Subtle

AL-LATEEF

He who knows how to create everything including camouflage

The All-Knowing

AL-ALEEM

## 5 Fifth Step - Appreciate



Camouflage is an amazing Divine gift! It helps keep animals safe if they're hiding from danger or trying to catch a meal. Just like soldiers appreciate the designers who make their camouflage, let's be thankful to Allah for the incredible animal camouflage!

<b>Dhikr</b>	Remember that Allah alone is the Maker of camouflage.
<b>Fikr</b>	Reflect on the wonder of camouflage by observing how Allah creates it.
<b>Shukr</b>	Thank Allah for the amazing gift of camouflage! It helps animals survive, gives us beautiful sights, and inspires us with clever designs.

### ***What lessons can we learn from camouflaged animals?***

- They demonstrate the importance of staying still and waiting for the right moment, teaching us patience.
- They inspire us to adjust and blend in with new situations, just like they change with their environment.
- Just as they carefully observe their surroundings for safety, we should be watchful of any harm to our body and soul.

To watch our newly released camouflage video exploring the fascinating world of animal camouflage, please visit the 5D Thinking YouTube channel:  
<https://www.youtube.com/@5DThinking>



### **Connect with Quran**

هو الله الخالق البارئ المصور له الأسماء الحسنى  
يسبح له ما في السموات والأرض وهو العزيز الحكيم

*“He is Allah: the Creator, the Inventor, the Fashioner. He ‘alone’ has the Most Beautiful Names. Whatever is in the heavens and the earth ‘constantly’ glorifies Him. And He is the Almighty, All-Wise.”*  
(59:24)





# WHO WE ARE



## THE INSTITUTE

The Institute of Integrated Knowledge (IIK) is an institute of advanced study, research, and outreach for interdisciplinary exploration and the integrative understanding of existence. The programs offered by it serve as an intellectual platform for academics, intellectuals, educators, researchers, and graduate students. It introduces the Islamic knowledge tradition with its emphasis on viewing the universe not as something self-referential but rather as something that expresses its true meaning by referring to what lies beyond itself.

A prominent initiative by the IIK is the 5D Thinking project, which is based on the idea that ideology-free science and authentic Divine messages do not contradict each other, as they both come from the same source. It assumes that the universe is an elegant book with full of meaning (signs). It considers pure science as a great way to reveal the Divine signs in the book of the universe.

The 5D thinking approach aims to help students to derive character lessons from scientific knowledge. It is expected to help students read the universe like an elegant book conveying Divine messages on how to be a better human being through good character.

## THE TEAM

### Chief Editor

Dr. Necati Aydin



### Managing Editor

Aisha Alowais



### Content Editor

Uzma Ahmed



### 5D Columnist

Saba Irshad



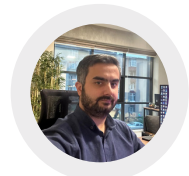
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Said Duran



### Motion Designer

Mustafa Oztas



[Explore the IIK Website here!](#)



[Explore the 5D Thinking website here!](#)





# 5D THINKING

THE 5-D THINKING MODEL TRANSFORMS EDUCATION WORLDWIDE, EMPOWERING EDUCATORS TO FOSTER CRITICAL THINKING AND CURIOSITY IN STUDENTS.

**EMBRACE INNOVATION:** Join educators globally in embracing 5D approach, where innovation intersects with enlightenment to unlock maximum potential.

**CULTIVATE CRITICAL THINKING:** Experience how 5D model nurtures critical thinking skills in students of all ages, preparing them for success in an ever-changing world.

**IGNITE CURIOSITY:** Spark curiosity in your students as every dimension of possibility unfolds before them through our 5D thinking approach.

**UNLOCK LIMITLESS POTENTIAL:** Discover the power of 5D thinking, where every dimension of possibility is explored, leading to boundless opportunities for growth and learning.

**GUEST SPEAKERS**

**Dr. Necati Aydin** – Professor of Economics at Al Faisal University, Riyadh. He has doctoral degrees in Education & Economics. He has authored nine books, translated two, co-authored three books, and published many peer-reviewed articles.

**Uzma Ahmed** – The director of Education and Training at the Institute of Integrated Knowledge, Istanbul. She has worked as an Educational Consultant, Primary School Principal, Curriculum developer, Researcher in Islamic Education, and Teacher Trainer for schools in the UK and Pakistan for 25 years.



Save the date!  
18th May 2024, Lahore  
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Scan QR Code to get enrolled or click the link:  
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IN COLLABORATION WITH

## 5D THINKING MODEL FOR TRANSFORMATIVE TEACHING

- Integrating the Signs of Allah SWT in Science Curriculum
- Filter secular ideology to strengthen faith

**WEBINAR**  
June 11th, 2024  
9 am - 12 pm CST

*All Islamic Schools who are interested in learning more about the 5D Thinking Model are welcome to attend!*



# 5D-THINKING WEBINAR

Last parent session of the year.  
Not to be missed!



**SPECIAL GUEST:  
DR. NECATI AYDIN**

Thursday, May 23rd  
9:00-10:00 PM

<https://meet.google.com/nve-aaoo-eru>

TLA is one of the FIRST 5D-Thinking pilot schools in Canada



## ONLINE 5D THINKING TRAINING PROGRAM

### LEVEL 1

This program acquaints educators with the foundational principles of 5D Thinking. It emphasizes integrating scientific insights with Islamic teachings to nurture holistic student development. The program covers the 5D model's steps — Explore, Compare, Question, Connect, and Appreciate — with a focus on practical classroom applications.

COHORT 1	COHORT 2	FEES
<ul style="list-style-type: none"> <li>• Dates: 10th - 13th August 2024</li> <li>• Time: 3-6pm Istanbul time</li> </ul>	<ul style="list-style-type: none"> <li>• Dates: 22, 23, 29 and 30 - August 2024</li> <li>• Time: 3-6pm Istanbul</li> </ul>	<ul style="list-style-type: none"> <li>• Band A: \$100/person</li> <li>• Band B: \$50/person</li> </ul>

Participants will gain a fundamental understanding of the 5D Thinking model and its essentials, learning how to effectively integrate this approach in their teaching using 5D Thinking Workbooks. **Upon completing Level 1, participants will be eligible to sign up for Level 2 and Level 3, accordingly.**

REGISTER HERE! 

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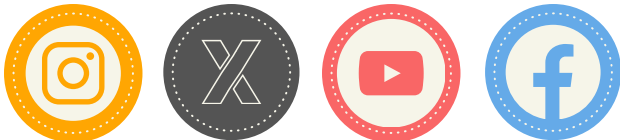
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