



5D THINKING

MAGAZINE

September - October 2024 | Issue 5

Why is a Deistic Understanding of the Universe Dangerous

Dr. Necati Aydin

The 5D Thinking Model: Now in Türkiye

Dr. Bünyamin Han

A New Model for Türkiye's Education: The 5D Thinking Model

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Transformative Teaching Program 2024 in Istanbul

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The Illusion of Luck: Why Nothing Happens by Chance

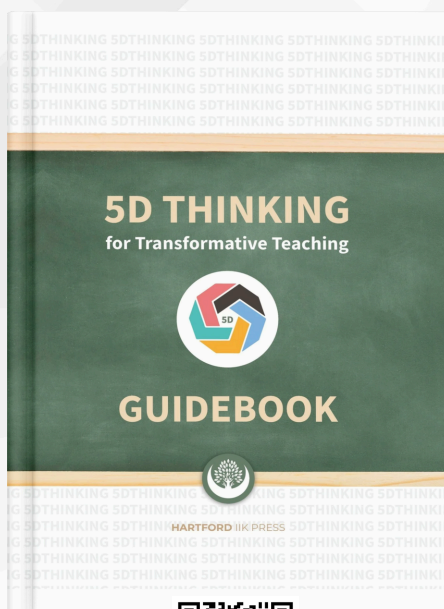
Uzma Ahmed

Lesson Planning for the 5D Thinking Classroom

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EDITOR'S LETTER



Dear Readers,

Welcome to another captivating issue of 5D Thinking magazine!

In our Features section, Dr. Necati Aydin highlights the dangers of removing divine purpose from our worldview in "Why a Deistic Understanding of the Universe is Dangerous." We also explore the growing impact of 5D Thinking in Türkiye, with contributions from Dr. Bünyamin Han and Dr. Burhan Akpinar, who illustrate how this model is reshaping education in the country.

Aisha Allowais provides a firsthand look at the Transformative Teaching Program 2024 in Istanbul, while Betül Köser offers her reflections on the Existence & Meaning Program 2024, giving an on-site perspective on personal and professional growth. In the Interviews section, Rasheedah Zakariya from Malaysia and Sakina Zuhra from Pakistan share their personal journeys through these programs, offering heartfelt stories of transformation.

We are also thrilled to feature Yasmeen Ahmed's prose, "Rekindling The Divine: Beyond Secular Silence," which was inspired by her participation in the online teacher training. Her words reflect the deep spiritual awakening and thoughtful reflections that the 5D Thinking model provokes.

In Uzma Ahmed's piece, "The Illusion of Luck: Why Nothing Happens by Chance," we are reminded that every event is guided by divine wisdom. For educators, the 5D Thinking Team answers key questions in "FAQs on the 5D Thinking Model," while Nadine Kamal provides a practical guide on "Lesson Planning for the 5D Thinking Classroom." We also showcase the Grade 3 5D Thinking Workbook and Dr. Necati Aydin's exploration of "Süleymaniye Mosque in 5D."

We hope these pages fill you with inspiration, spark new insights, and deepen your connection to the world around you. We are deeply grateful to have you as part of our 5D Thinking community, and together, we continue this shared quest for knowledge, meaning, and spiritual discovery.

Warm regards,

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



WHY IS A DEISTIC UNDERSTANDING OF THE UNIVERSE DANGEROUS

Dr. Necati Aydin

In modern times, a growing number of individuals, including some believers, have shifted towards a deistic perspective of the universe. Some deists hold the belief that God may intervene in the universe only when He deems it necessary. Traditional deism generally emphasizes a non-interventionist God who created the universe and then allowed it to operate according to natural laws without further interference. This perspective, while seemingly harmless on the surface, accepting God as the Creator of the universe at the beginning and setting everything to work by itself, poses significant dangers to correctly understanding what attributes are necessary to be the Creator. In this article, we will discuss the dangers of deism, particularly for Muslims.

A Misalignment with Qur'anic Teachings

The most immediate issue with deism is its fundamental incompatibility with the teachings of the Qur'an. The Qur'an does not introduce God as a distant, uninvolved creator. On the contrary, it describes God as the **only cause** of the existence of everything with all the qualities manifested in them. He is actively creating, controlling, managing, and sustaining the universe at every moment. The Qur'an explicitly states that God is the one who holds the birds in the sky. He is the Creator of the falling of every leaf and human beings as well as their actions. He is in absolute control, directing every event at every moment.

The Qur'an uses the name "**Al-Rabb**" nearly a thousand times to describe God. "Rabb" means The Sustainer, the Provider, the Nurturer, The Lord who takes care of the needs of His creation every moment. This description of God as Rabb is far from the deistic view, which detaches the Creator God from what He has created. The Qur'an emphasizes a God who is intimately involved in all affairs of His creation, sustaining and nurturing it continuously.

بِيَدِهِ مَلَكُوتُ كُلِّ شَيْءٍ

"So glory be to Him in whose Hand lies control over all things..." (Yasin, 36: 83)

لَهُ مَقَالِيدُ السَّمٰوٰتِ وَالْاَرْضِ

"The keys of the heavens and earth are His..." (Zumar, 39: 63)

وَإِنْ مِنْ شَيْءٍ إِلَّا عِنْدَنَا خَزَائِنُهُ

"There is not a thing whose storehouses are not with Us..." (Hijr, 15: 21)

مَا مِنْ دَابَّةٍ إِلَّا هُوَ آخِذٌ بِنَاصِيَتِهَا

"...There is no moving creature which He does not control..." (Hud, 11: 56)

The Danger of “Shirk” (assigning the qualities of God to created beings)

From a Qur’anic perspective, deism can dangerously verge on shirk, the act of associating partners with God, which is described as the greatest sin in Islam. Shirk is unforgivable because it fundamentally distorts the understanding of God’s attributes. By viewing God as merely the first cause who is no longer active in the existence of the ever-changing universe, one implicitly attributes power and autonomy to the pieces of the created universe itself, which falls under the definition of shirk. This belief contradicts the Qur’anic view that all power belongs to God alone, and nothing in creation has been given any power to be self-sufficient for even a moment.

Understanding God’s Absolute Power

The Qur’an describes God as possessing absolute power, which does not tolerate any limits or power-sharing. Absolute power means that all power belongs to God alone. He does not delegate or share His power with anyone or anything. Everything in the universe is absolutely powerless and completely dependent on His infinite power. The innate reality of beings reveals their impotence, highlighting that all beings are entirely contingent upon the infinite power of God. This is why the Qur’an emphasizes God as the Sustainer of everything at every moment. Nothing in creation has the power to sustain itself, even for a single moment. Everything is like a shadow, relying entirely on God’s continuous will and power to exist.

Absolute Dependence on the Sustainer

To truly understand the universe and our place in it, we must recognize our absolute dependence on God. The prerequisite for understanding the universe as being sustained by God every moment is to see that we, too, are being sustained by Him every moment. We have no inherent power; we cannot control or create anything ourselves. It is God who enables us to talk, walk, think, and act. The Qur’an is explicit: **وَاللَّهُ خَلَقَكُمْ وَمَا تَعْمَلُونَ** "It is Allah who created you and your actions." (As-Saffat, 37: 96)

For instance, we might claim that we have the power to feed ourselves, but in reality, feeding is not just about taking food into our mouths and swallowing. It involves breaking down the food and distributing its nutrients to the right places in every single cell. Feeding ourselves is like feeding 70 trillion little workers (cells) in our body, each with different dietary requirements. No one can claim to feed all these cells. Neither the material elements of the cells themselves can arrange this unimaginable distribution of nourishment according to the needs of different organ characteristics.

The codes in the cells are only information. It is their Creator, Allah, who truly feeds us, as Prophet Ibrahim (Abraham) states in the Qur’an: "My Lord is the one who created me and guides me; He is the one who feeds me when I am hungry and gives me water when I am thirsty; He is the one who heals me when I am sick, and He is the one who will cause me to die and then raise me to life again." (Ash-Shu’ara, 26: 78-81)

The Role of Du'a (Supplication)

Deism closes the door to making du'a (supplication). If everything is automated and God does not intervene in this world, then what is the point of making du'a? If success is merely the result of hard work or following certain steps, then we should work and not make du'a. However, the Qur'anic perspective makes it clear that du'a is not only meaningful but necessary. In fact, du'a is the only thing we can truly do because we do not have power over anything; we can only desire and ask for something from the One who has infinite power. We are like a powerless baby crying for help.

قُلْ مَا يَعْجَبُوكُمْ رَبِّي لَوْلَا دُعَاؤُكُمْ

"Say, "What would my Lord care for you if not for your supplication?.."

(Al-Furqan, 25: 77)

As per "Sunnatullah," while we must follow the necessary steps—such as planting a seed—these steps are just a way of asking God to create certain outcomes for us. Success, like the growth of a tree from a seed, is never guaranteed by the causes we put in place. It is only granted by God's will and power. That is why we should say "Bismillah" while planting a seed, acknowledging that it is by the power of Allah that anything takes place, and believe that if He wills, He will create. Therefore, we hope, inshallah, a tree will be brought forth from that seed. Our effort, whether by action, word, or heart, is merely a form of supplication, asking God to create something for us.

The Dynamic Essence of the Universe

Deism might accept God as Al-Khaliq (the Creator), but it fails to comprehend the full scope of His creative power. The Qur'an describes God as **Al-Khallaq**, meaning He is not just the Creator who set the universe in motion but the One who continuously creates every moment. God is also **Al-Qayyum**, the One upon whom everything relies on in every moment. Nothing in creation can sustain itself independently; everything is like a shadow contingent upon Him.

Believing in Allah as the Sustainer of the universe from moment to moment gives a profound sense of appreciation. Imagine living in a house and acknowledging that it was built once upon a time by someone. Even if the house was a gift, after some time, you might stop appreciating the builder. Now, imagine that this house is not only built for you once but is being rebuilt every moment because it cannot stay intact on its own. The builder continuously rebuilds the house at an incredible speed, so fast that you do not even notice it has been rebuilt countless times. If you were to realize this, you would be continuously thankful to the builder. You would find every way, every moment, to offer your appreciation to the one who is ceaselessly rebuilding this house for you.

This analogy reflects our understanding of the universe. God is not only the Creator but the orderly, wise, knowingly, and continuously creating and sustaining the universe and everything within it at every moment.

This understanding, becoming clearer even through quantum physics, should give us a deep sense of appreciation, awe, and admiration. The Qur'an repeatedly tells us that God gives us infinite blessings that we can never count. When we adopt this dynamic understanding of reality, many questions or issues, such as evolution, become irrelevant. We are not talking about a universe that is billions of years old; we are talking about a universe that is fresh, new, and ceaselessly created at every moment. No time for evolution!

How do we Explain That Things Appear in Existence?

To be a Creator, one must be able to give existence to something which does not exist. That means He creates only by willing it to be created, choosing the existence of something, and it exists. As it is described in the Qur'an:

إِنَّمَا أَمْرُهُ إِذَا أَرَادَ شَيْئًا أَنْ يَقُولَ لَهُ كُنْ فَيَكُونُ
"When He wills something to exist, His way is to say, "Be," and it exists!" (Yasin, 36: 82)

If the Creator can create things just by will, why should we think He will assign His creation to create the next generations? This universe demonstrates that its Creator must not be like what He created. He must be nothing like this universe at all.

Let's take an example: Do you think that the engineer of a machine has the same qualities as the machine he made? We understand that the Creator of the universe cannot be like the universe, which needs to be given existence and is subject to time. He must be an Absolute Being beyond time and space and the Creator of time and space.

لَيْسَ كَمِثْلِهِ شَيْءٌ

"...There is nothing like Him..."

(Ash-Shuraa, 42: 11)

We cannot say He left everything after creating them initially and giving them the authority to continue their existence. The Absolute God creates everything with no time limitations. That is why we see no gap in the creation of the universe. As long as He wills to create the universe, it will exist. We also notice that everything is continuously being changed, another sign that God is the One who creates everything with His Infinite Power according to how He wills them to exist.





TRANSFORMATIVE TEACHING PROGRAM 2024 IN ISTANBUL

Aisha Alowais

In August 2024, in the midst of summer, Istanbul thrived with its unique blend of history and energy. Trams moved gracefully through the bustling streets, past the majestic Blue Mosque and Hagia Sophia, while flocks of birds filled the skies. The call to prayer resonated through the city, echoing off ancient stone. In the Fatih area, at the Istanbul Foundation for Science and Culture (IIKV), educators from Canada to Australia gathered for the Transformative Teaching Program 2024, a week-long event aimed at redefining education through the innovative 5D Thinking Model, combining science, character education, and spirituality.

The program consisted of Level 1 and Level 2 Trainings. Educators, school leaders, and scholars from various fields engaged in a dynamic blend of lectures, interactive workshops, and reflective exercises to transform how knowledge is imparted to students.

August 1st - The Foundations of 5D Thinking

The program began with a strong emphasis on Scientism, led by Dr. Necati Aydin and Dr. Abdelhaq M. Hamza, a Physics professor at Brunswick University, Canada. These sessions challenged participants to critically evaluate the limitations of a purely scientific worldview, offering a perspective that blends empirical knowledge with divine revelation. This discussion laid the foundation for exploring the 5D Thinking model, which encourages educators to view scientific facts as signs pointing toward a greater reality.



Later in the day, Uzma Ahmed introduced the participants to the Why, What, and How of 5D Thinking. Her session provided educators with practical tools to implement this framework in their classrooms, demonstrating how lessons can be transformed using ideology-free terminology, analogies and negating secular tris. She used the example of the Butterfly Life Cycle to show how de-secularization can reveal the interconnectedness between the phenomenon and everything else in the universe, as well as to show how such phenomena are intentionally designed.

August 2nd - Expanding Horizons: From Secular Trios to 5D Thinking

The second day deepened the exploration of 5D Thinking. Dr. Yunus Cengel introduced the concept of Secular Trios, exploring the secular frameworks of reason, logic, and empirical observation and their limitations when detached from the spiritual context. This was followed by Aisha AlOwais, who led an engaging session on the Water Cycle in 5D Thinking, demonstrating how everyday science topics can be used through the 5D thinking model.

The participants also had the opportunity to hear from Tarbiyah Learning Academy on how they have implemented 5D Thinking in their curriculum. The presentation was an inspirational shared journey, showcasing the real-world impact of applying these educational principles.

August 3rd - Worldview Formation and Divine Names

Dr. Alparslan delivered a lecture on Worldview Formation, which encouraged educators to develop a holistic worldview grounded in the **Tawhidi** perspective. This was followed by Dr. Necati Aydin's discussion on the Divine Names, inviting participants to recognize the universe as a manifestation of Allah's attributes.

Uzma Ahmed's session on Transformative Teaching offered practical advice on how to incorporate these insights into everyday teaching by understanding children and the developmental stages of learners, emphasizing holistic development.



August 4th - A Cultural Experience and Nursian Perspectives

The morning began with Dr. Necati Aydin's lecture on Harfi and Ismi Perspectives, which explored how these concepts provide a framework for understanding the universe through divine signs. Aisha AlOwais followed this with her lecture on Reading the Book of the Universe, exploring the Nursian concept of ANAH (the "I"). This session encouraged participants to reflect on self-awareness and personal identity as key elements in recognizing divine signs in the world around them.

After the morning lectures, participants enjoyed a cultural excursion to Yalova, where they experienced Turkish hospitality firsthand. Dr. Necati hosted the group at his home, preparing a delightful dinner, which provided a memorable cultural experience and allowed participants to bond and reflect on their shared journey.

August 5th - Human Nature, 5D Writing, and Technology Integration

Dr. Necati Aydin started the day with a session on Human Nature in Islam and Education, emphasizing how understanding human nature is crucial to developing education systems that nurture intellectual, spiritual, and moral growth. This was followed by an interactive session with Dr. Saba Ansari, who led participants through How to Write a 5D Topic, giving them hands-on experience in 5D Writing Practice.

Dr. Bilal Malik presented a lecture on Learning Management Systems (LMS), showcasing how teachers can effectively use technology to enhance student engagement and streamline the delivery of 5D lessons. Dr. Aydin concluded the day with a talk on Holistic and Integrative Education, providing a framework for developing well-rounded, spiritually informed curriculums.

August 6th - Analogical Thinking and Practical Application

The penultimate day focused on practical applications of 5D Thinking, starting with a lecture on Analogical Thinking by Dr. Mustafa Tuna. He demonstrated how analogies can be used to draw connections between the material world and higher spiritual meanings, helping students understand abstract concepts more clearly. Aisha AlOwais continued with a session on Extracting Meaning and Moral Lessons, which emphasized the 5th dimension of 5D Thinking. Educators learned how to guide students to derive spiritual and moral insights from scientific facts.

The day also included an inspiring presentation from teachers of Shakhsiyah School, who shared how they used analogies, such as different types of tools compared with birds' beaks, on the topic of adaptation and evolution. This presentation demonstrated how analogical thinking can make complex concepts more relatable for students.

Finally, Nadine Kamal delivered a much-anticipated session on 5D Lesson Planning, equipping participants with the tools to design their own 5D lessons. This lecture, detailed in a separate article in this magazine, offered clear guidelines on how to structure lessons that integrate scientific inquiry with moral and spiritual understanding.



August 7th - Group Presentations and Program Conclusion

The final day of the program was dedicated to Group Presentations, where participants showcased the lessons they had developed using 5D Thinking. The presentations reflected deep engagement with the material and a commitment to implementing holistic teaching practices.

The 7-Day program also included coaching sessions attended by educators who had previously completed the program. These sessions provided personalized guidance, allowing participants to refine their understanding and become 5D coaches in their respective countries.

The program concluded with a closing ceremony, where participants reflected on the transformative journey they had undertaken and celebrated the progress they had made.

Join Us for Future Cohorts of the Transformative Teaching Program

As the world continues to change, the need for a well-rounded, faith-based approach to education is more important than ever. Whether you seek to deepen your understanding of integrating science and spirituality, develop practical teaching strategies, or connect with like-minded educators from around the globe, this program provides the tools and community to support your journey.

We invite you to join our upcoming cohorts and embark on a transformative experience that will empower you to inspire the next generation. Stay tuned for future dates and be part of this revolution in education.





The On-site Experience of the Existence & Meaning Program 2024

Betul Köser

The Summer 2024 Existence & Meaning Program has successfully concluded, alhamdulillah. After 8 weeks of engaging online lectures, participants and instructors gathered at Üsküdar University in Türkiye for the final on-site sessions. This marks the 10th cohort overall and the third hybrid cohort.

The program brought together brilliant minds from around the world, with on-site participants hailing from USA, Pakistan, India, Indonesia, and Malaysia, while online attendees joined from Canada, Nigeria, Uganda, and other countries. A total of 15 participants from 7 countries joined Istanbul for the final week of the program.

The week was filled with engaging, interactive, and thought-provoking lectures and discussions, led by esteemed scholars such as Prof. Alparslan Açıkgenç, Prof. Necati Aydın, Prof. Colin Turner, and Prof. Mustafa Tuna.

Courses explored various subjects for those interested in to deepen their understanding of existence and meaning from multiple perspectives. One area of focus is the integration of knowledge from the Islamic worldview through a Harfi perspective. Participants engaged with issues in modern secular science, guided by instructors “who possess a clear and true understanding of Islam in today’s secular age”, as one participant noted.

By deeply examining scientific theories, methodologies, and their implications on worldview, Prof. Açıkgenç provided valuable insights into the search for meaning from this perspective. One participant described this learning journey by stating, “The program has fostered a crucial unlearning and learning process, enabling me to understand through critical analysis how secularization of education, mainly science education, aims for “Intelligence without a Soul” which as a result does not serve the ultimate cause of human existence.”

On-site classes in Istanbul also allowed participants to experience the city culturally along with the Uskudar University. The collaboration with RINAP offered participants the opportunity to meet and interact with RINAP scholars, deepening their understanding of Risale-i Nur and the teachings of Said Nursi. This in-person engagement allowed for richer discussions and a more profound connection to the material, enhancing their educational journey. In the light of the hadith of “Seeking knowledge is an obligation upon every Muslim.” This program holds immense value as dedicated individuals travel great distances to Istanbul to engage directly with distinguished scholars and with each other.



Testimonials

"This course came with an example by exposing how Bediuzzaman Said Nurs's multiplex ontology exposed the way how he saw the Majesty of God through His Divine Names. All courses are very beneficial and gave profound meaning to me as a student."

"I have had quite a range of feelings throughout this course and it is difficult to put it all in words. I have felt awfully sad with the realization of what we have lost and the task ahead to revive it, humbled that Allah (swt) brought me amongst this group of passionate intellectuals to receive this weighty word and also overwhelmed with the burden of the responsibility to make a difference. I feel like the lights were switched on, in a room that was dark... And I am only now realizing the disarray and disorganized state of the room. Safeena Rangooni Lakdawala



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Dr. Colin Turner, International Foundation for Muslim Theology, UK
- Knowing God In the Secular Age** ✓
Dr. Mustafa Tuna, Duke University, USA
Dr. Necati Aydın, Institute of Integrated Knowledge, USA.

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THE 5D THINKING MODEL NOW IN TÜRKIYE

*Dr. Bünyamin Han
Associate Professor at Dumlupınar
University, Türkiye*

The **5D Thinking Model**, which has been widely recognized for its transformative approach to education, has officially been introduced to Türkiye, marking a significant milestone in the country's educational landscape. While the underlying concepts have long been familiar to many in Türkiye, it was only recently that the model was formally introduced as a method and technique.

The first introduction of the 5D Thinking Model took place in Istanbul, during a seminar led by **Prof. Dr. Necati Aydın**. Over 30 participants, including academics, educators, and teachers, attended the event. The collective feedback was overwhelmingly positive, with participants noting that the model is not only unique but also has the potential to revolutionize the educational system in Türkiye. They found that the model's content is both feasible and adaptable for implementation in Turkish schools.

Following the success of this seminar, a specialized team of academic education experts was assembled to establish the groundwork for rolling out the 5D Thinking Model across Türkiye. The first major step came in the form of a pilot training session in Yalova, which focused on the first module of educator training. Fifteen participants took part in this pilot, and the feedback was highly encouraging, reinforcing the model's practicality and applicability within Türkiye's education system.

In light of the positive response, plans were quickly made to extend the model's reach to different cities and regions across the country. One of the key developments was a **Level 1 educator training session** held at **Dicle University Technopark** in Diyarbakır on **August 31 - September 1**. This session, aimed at female educators and teachers, yielded strong feedback, with participants emphasizing the model's deep philosophical roots and its ability to reflect a **Tawhidi worldview**. Teachers found the model not only theoretically sound but also highly practical for classroom implementation.

Soon after, on **September 7-8**, another training session was conducted, this time for male teachers and educators at **Dicle University Youth Center**. Like the previous session, the feedback was overwhelmingly positive, with participants affirming the model's adaptability across various educational fields. The 5D Thinking Model, they noted, aligns with both the content and methods needed to enhance educational practices in Türkiye.

One of the most significant takeaways from these trainings was the recognition that the **5D Thinking Model** offers a new, unified perspective on science, challenging the fragmented and materialistic views that dominate contemporary education. Participants noted the model's originality and the power of its five-stage framework, which makes it easy for educators to implement in a classroom setting. Through these stages, educators learned to grasp the model's philosophical underpinnings, distinguish its unique elements, compare it with existing educational models, and apply its content effectively.

The feedback from these training sessions has fueled further momentum for the **Türkiye 5D Team**, which continues to plan additional educator training sessions. Moreover, the team is actively working on translating the 5D Thinking Model's materials and documents into Turkish to facilitate its widespread use in the country.

The ultimate goal of the 5D Thinking Model is to offer a new educational language that transcends the limitations of materialist and secular ideologies in Türkiye's current educational system. It seeks to free young minds from the constraints of naturalism and help them discover deeper truths about the world and their place in it.

As the **5D Thinking Model** continues to gain traction in Türkiye, its transformative potential becomes increasingly evident. The model offers a philosophical foundation for education and a practical roadmap for raising a new generation of students who embody both knowledge and virtue.





A NEW MODEL FOR TÜRKİYE'S EDUCATION: THE 5D THINKING MODEL

*Prof. Dr. Burhan Akpınar
Fırat University, Faculty of Education,
Türkiye*

In response to the challenges facing Türkiye's education system, the **5D Thinking Model** emerges as a promising alternative. Developed by various experts over a decade, this model has already shown success in schools worldwide. It fosters a holistic understanding of the world by reconnecting humanity, creation, and the Creator.

At a recent training session in Istanbul led by **Prof. Dr. Alpaslan Açıkgenç** and **Prof. Dr. Necati Aydın**, 30 participants, including educators and intellectuals, explored this innovative model. Unlike conventional approaches, the 5D Model focuses on the interconnection of mind, body, emotions, and soul, guiding individuals towards **İnsan-ı Kamil** (the Perfect Human). It encourages critical thinking, enabling learners to explore truth while resisting the materialist, secular perspectives common in modern education.

Though distinct from the **Türkiye Yüzyılı Maarif Model** launched in 2024, the 5D Thinking Model shares its goal of transforming education. Both represent a deeper public and governmental alignment in their desire for educational reform. However, the 5D Model proposes a more direct method by integrating a **Tawhidi language**, bridging gaps between science, faith, and morality. It challenges the ideologies of atheism, deism, and transhumanism, helping students stay rooted in their cultural and spiritual identity.

The introduction of this model is critical in Türkiye, where its dynamic structure could serve as an antidote to the disconnect between curriculum content and spiritual values. For its widespread adoption, private and foundation schools will likely be the first to implement the 5D model, providing hope for an education system that nurtures knowledge and virtue. To achieve this, the model's epistemic language must be taught to teachers, freeing students from the limitations of naturalistic thought and guiding them toward discovering more profound truths.





FAQ'S ON 5D THINKING

5D Thinking Team

This corner is dedicated to exploring complex and thought-provoking questions submitted by our audience. It aims to offer clarity and encourage a deeper understanding of 5D-Thinking-related questions. Join us as we navigate these fascinating intersections and uncover profound truths.

Q: In the 5D Thinking perspective, how do we balance acknowledging God's creation and the orderly processes we observe?

A: We recognize certain processes through scientific inquiry. We also recognize that the process of creation explained by the Qur'an is **sunnatullah**. The Qur'an states more than once that there is no change in sunnatullah, meaning Allah's way of creation. It does not change. For instance, we will never see cows bringing honey; it is honeybees bringing honey to us. Allah always creates honey through honeybees, not through cows or other animals. That is sunnatullah.

He creates honey within honeybees in a particular way. Thus, we must acknowledge sunnatullah and not attribute the making of honey to the bee or milk to the cow. We should avoid a materialist approach, and we should not attribute the process of honey-making to apparent causal mechanisms, expecting that we will get honey even if we do everything correctly. Only Allah will determine whether to create honey or not. Thus, we do our part through actions and supplication and ask Allah to create honey for us.



Q: In the 5D thinking model, how can we explain to students that a rose is not beautiful but created beautifully?

A: When we see a beautiful rose reflected in a mirror, we don't say the mirror is beautiful. The beauty belongs to the rose, not the mirror. The mirror simply reflects the rose's beauty.

So, when we see beauty in a rose, it's actually a reflection of Allah's beauty, not the rose itself. The rose is a mirror to Allah's Beauty (Al-Jameel). So instead of saying, "The rose is beautiful," we should say, "What a beautifully created rose!" This isn't just about using the right words; it's about seeing the world as it truly is.

It's a reminder that everything beautiful we see is a manifestation of Divine Names and that we should focus our love and gratitude on Him, not just the things He created. Instead of being attached to mirrors like worldly things, we should love Allah with His beautiful names and attributes.

In this way, we are connecting the rose to the Creator. If this expression means that beauty is manifested, not given, that would be sufficient. We must remind ourselves that beauty is not given to the mirror in terms of possession but given in terms of manifestation. So, what is in the mirror is just a reflection, not true beauty.

In the 5D Thinking model, we connect everything back to the Creator. So, let's admire the rose as a beautiful reflection of Al-Jameel and Al-Wadud, and let's focus our love on Allah, the true source of all beauty. When we say, "Masha'Allah, it is a beautiful rose," we are, in a way, stating that it is created.



[Watch Dr. Colin Turner's lecture here on "Is the Rose Beautiful?"](#)



LESSON PLANNING FOR THE 5D THINKING CLASSROOM

Nadine Kamal

The 5D Thinking model is grounded in the belief that science and authentic Divine messages are not in conflict; both originate from the same source. This perspective allows us to view the universe as a meaningful book complete with signs, with science as a tool to understand the universe and discover signs from Allah.

This model teaches scientific concepts and integrates valuable character lessons, helping students develop traits such as persistence, patience, humility, honesty, fairness, compassion, good judgment, self-control, confidence, self-worth, and empathy.

The 5 Steps of the 5D Thinking Model

- **Explore (Analytical Thinking)**
- **Compare (Analogical Thinking)**
- **Question (Critical Thinking)**
- **Connect (Meditative Thinking)**
- **Appreciate (Moral Thinking)**

Lesson Planning with the 5D Thinking Approach

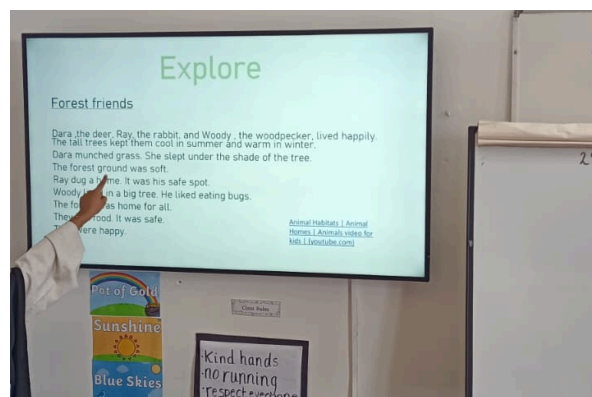
When planning lessons using the 5D model, teachers have the flexibility to pace their instruction according to the complexity and breadth of the material. Some topics can be covered in a single lesson, while more complex topics may require multiple lessons to achieve the desired learning outcomes.

What Does 5D Look Like in the Classroom?

Option 1 - Recommended for shorter topics

One comprehensive lesson per topic that incorporates all five steps. Each chapter from our workbook can be used within a one-hour lesson.

- **Starter:** Capture students' attention with an image, a thought-provoking question, a short video, or an engaging activity.
- **Explore** through Analytical Thinking.
- **Compare** using Analogical Thinking.
- **Question** through Critical Thinking.
- **Connect** using Meditative Thinking.
- **Appreciate** through Moral Thinking.
- **Plenary:** Review the lesson's aims and consolidate students' learning.



Option 2 - Recommended for more extensive units

In this approach, 4-5 lessons are dedicated to each topic, with each lesson focusing on one or two of the five steps:

- **Lessons 1-2:** Explore through Analytical Thinking.
- **Lesson 3:** Compare using Analogical Thinking.
- **Lesson 4:** Question and build an explanation through Critical Thinking and Connect through Meditative Thinking.
- **Lesson 5:** Appreciate through Moral Thinking.

Essential Elements of 5D Lesson Planning

Defining learning objectives

At the end of each unit, students should be able to:

- Analyze a phenomenon and understand its scientific basis.
- Compare the phenomenon with a man-made invention or system, identifying similarities and differences.
- Critically evaluate the requirements for creating both divinely created and artificial systems.
- Explore the interconnectivity and interdependency of the phenomenon within the universe.
- Appreciate the phenomenon by reflecting on its significance and expressing gratitude.
- Derive character lessons by studying the phenomenon.

Lesson Structure for 'The Water Cycle'

Step 1 - Engaging Introduction

Start with a captivating fact, a thought-provoking question, or a short demonstration related to the phenomenon.

Examples:

- Fascinating Fact: "Did you know that water is the only substance on Earth that physically exists in three states, within the temperature range found on our planet?"
- Critical Thinking Question: "What would happen if water had different properties? How would that change life on Earth?"
- Demonstration: Show how water behaves differently under various conditions, such as freezing and boiling.

Teaching Component: Scientific Understanding

Explain the scientific basis of the phenomenon, including a hands-on lab activity or group task to deepen understanding.

Examples:

- Lab Activity: Experiment with water to observe properties like surface tension and capillary action.
- Group Task: Assign research on different properties of water, with students presenting their findings.

Step 2 - Analogical Thinking: Side-by-Side Comparison

Compare the phenomenon with a man-made system or object, using tools like a Venn Diagram to reflect on similarities, differences, and commonalities.

Example:

- Compare the water cycle to a man-made desalination system, using a Venn Diagram to explore how they are alike and differ.

Step 3 - Critical Thinking

Encourage students to consider what is needed to create a man-made object or system, emphasizing that physical phenomena require a Creator.

Examples:

- Discussion: "What raw materials, knowledge, and skills are needed to build a desalination plant? If humans need all these resources, what about the water cycle—could it have formed by chance, or does it also require a Creator?"
- Reflection: Guide students to conclude that complex phenomena like the water cycle cannot result from random chance, causality, or blind nature.

Step 4 - Meditative Thinking: Interconnectivity, Interdependency and the Divine Names

Show the interconnectivity and interdependency of the phenomenon within the universe, linking it to the concept of tawhid (the oneness of Allah).

Examples:

- Interconnectivity and Interdependency: Discuss how water is interconnected with all living beings and dependent on the solar system for phenomena like rain and evaporation.
- Divine Names: Explore how the attributes of water reflect Divine names such as Ar-Razzaq (The Provider) and Al-Muhyi (The Giver of Life).

Step 5 - Moral Thinking: Reflective and Spiritual Appreciation

Identify the benefits of the creation and encourage students to perceive it as a gift. Pose "What if" questions to lead students to reflect on the phenomenon's importance and express gratitude.

Examples:

- **What If Question:** "What if the water cycle suddenly stopped? How would life on Earth be affected?" Reflection: Have students write a short reflection or poem expressing gratitude for the phenomenon.
- **Dhikr, Fikr, Shukr:** Encourage students to remember Allah (dhikr), ponder His creation (fikr) and express gratitude (shukr).



Conclusion

End the unit by linking the scientific concepts to character lessons. What does this phenomenon teach us? A relevant Qur'anic verse and hadith followed by a Dua'a or reflective poem will complement the lesson.

By incorporating the 5D Thinking approach into lesson planning, teachers can provide students with a framework to connect to the Creator by looking at the world around them, preparing students to become reflective and useful members of the Muslim Ummah.



RASHEEDAH ZAKARIYA ON THE 5D TEACHER TRAINING - SUMMER 2024

Aisha Allowais

Rasheedah Zakariya is an accomplished author, module developer, and learning facilitator with over ten years of experience in curating and designing learning content to teach young learners English as an additional language. She has authored guidebooks on English communication skills and recently published an informative picture book for children that provides a sensorial experience.

Rasheedah attended the Transformative Teaching Program 2024 and is training to be a 5D Thinking coach. I caught up with her to hear her reflections.

What do you now see as the main issues with how modern science is taught, having attended a 7-day Training Program with the 5D Team?

Modern science education focuses heavily on technical knowledge and empirical methods; however, secular ideas are embedded in modern learning, thus neglecting the moral and spiritual dimensions of learning. Learning ends at a given scientific explanation, and The Creator is absent in the discussion.

In what ways does the 5D Thinking framework aim to address these challenges? How does it help foster a deeper connection between students and the universe as a manifestation of divine design?

The 5D Thinking framework helps teachers and students view the universe as a collection of physical phenomena and a manifestation of divine design. God is unseen, yet His Power and Love are made visible to us through everything around us, as grand as the skies and tiny as a speck of dust. Science education opens the doors to investigate the world around us. The universe is a sign (ayah) of God's existence and attributes. By anchoring the faith in God into science lessons and discussions, the 5DT approach encourages students to see scientific discoveries as a means to understand and appreciate the Creator's wisdom and to come up with questions that aim to show that there is only One God that creates, designs, and controls everything. Teachers and students will understand their role in this world throughout the learning process and be more humble, respectful, and kind.

Can you describe how the 5D model influenced your understanding of the interconnectedness between science, spirituality, and education?

The 5D Thinking model has deepened my understanding of how science and faith are interconnected. It is not about copy-pasting verses of the Qur'an and inserting them at the beginning or the closing of a text. I was surprised that each 5DT lesson does not begin with the statement: "Allah created the birds, the rain, the skies." The 5DT steps, when practiced frequently, will help a learner structure his or her thoughts, and every step clearly explains the WHY, WHAT, and HOW.

How do you see the role of character development, as emphasized in the 5D Thinking approach, in the overall educational experience? Why do you think it is essential?

Character development is central in the 5D Thinking approach as it emphasizes the cultivation of virtues such as humility, compassion, accountability, respect, and patience, to name a few. These are the reflections of the Divine Names that we can see from the phenomena around us and within us. Without moral values, students would excel, but their hearts can be empty and hard. Concluding every science lesson with Zikr, Fikr, and Shukr is a way to keep our ego grounded and to know our place in this grand universe. Students are better prepared to use their knowledge with guidance and contribute positively to society.

What was the most transformative aspect of the Teacher Training experience in Istanbul for you?

The most transformative aspect of the Teacher Training in Istanbul was the comprehensive approach to integrating multiple dimensions of learning. The emphasis on blending scientific inquiry with spiritual reflection was particularly impactful. I am moved by how the 5D Thinking steps practically apply the Testimony of Faith (Shahadah). I admit that the content can be quite heavy, but without deep discussion and reflection, one cannot appreciate the problems and dangers that secularism bring



What specific strategies or methods from the Istanbul training are you most excited to implement in your classroom?

I am particularly excited to implement the five steps (explore, compare, question, connect, appreciate) in my daily life as I look at any phenomenon that happens around me. Learning to be more conscious and careful with the choice of words that I use is another impactful strategy that I take home. Methods that integrate discussions on the purpose and divine wisdom behind scientific phenomena will help students connect their learning with broader spiritual and moral questions.

How effective were the assessments and feedback methods used during the Istanbul training, and would you recommend this training to other educators? If so, why?

The assessments and feedback methods used during the Istanbul training provided valuable insights into the learner's understanding and instructional effectiveness. I benefit from the pre-reading task before every lecture to scaffold the learning for the day. Daily quizzes reflect our understanding and misunderstanding of the topics discussed. Hence, the instructors can clarify and even solidify the learning points.

8. What are your next steps in further developing or applying what you learned from the training in your educational practice?

It is time to transform the gems I got from the course into duplicable and scalable actions. Start small with school leaders and educators within my circle and network. To remain in touch and connected with other educators and school leaders who participated in the training is critical to continuous improvement. How I write and structure lessons is now more systematic and holistic, alhamdulillah.



INTERVIEW WITH SAKINA ZUHRA FROM PAKISTAN

Dr. Saba Ansari

Sakina Zuhra, a student of Religious Studies and Psychology, is the founder of ZELC and serves as a research assistant and English language instructor. She focuses on integrating science with religion to develop culturally relevant educational curricula and mental health treatments.

As a participant in the Summer 2024 hybrid cohort for the Existence & Meaning program, she shared her insights and feedback on the program's modes. The hybrid program consisted of eight weeks of online classes and one week of on-site courses in Istanbul, Türkiye.

Can you share your overall experience of participating in the program through the hybrid mode? How did it meet or challenge your expectations?

My experience with the hybrid program was generally positive. The course was short, and having just one lecture per day kept things manageable and not too tiring.

I loved the flexibility of the online sessions, which meant I could join in from anywhere, while the in-person lectures were great for networking and connecting with others. The format met my expectations perfectly. The daily two-hour sessions were productive, and I didn't face any major challenges. Overall, the online and physical components mix worked well for me.

What aspects of the classes and lectures were most engaging and valuable? Were there any moments or topics that particularly stood out to you?

I particularly enjoyed the module on Divine Names, where the facilitation of diverse perspectives through class discussions broadened our thinking and helped us better understand how to apply Divine Names practically, deepening our understanding of the universe's workings.

Professor Alparslan's course on scientific methodology offered a well-justified academic approach that integrated subjective and objective insights, revealing how subjective knowledge can be coherently conceptualized, significantly enhancing my philosophical and scientific acumen. Topics such as worldview and the 'mana Harfi' approach provided a deeper, more expansive view of existence, complementing our overall understanding of reality. The group discussions and assignments were intellectually stimulating and engaged my heart and soul, contributing to my overall growth as a Muslim. The chance for one-on-one interactions with professors was productive, as their expertise and thoughtful guidance made the learning experience rewarding. Overall, the course was both intellectually enriching and personally transformative.

In what ways has the program impacted you personally? Could you share any specific changes or growth you've experienced?

The E&M program helped me bridge the gap between science and religion, something I've always struggled with as a student of religious studies and psychology. It gave me the tools to understand culturally relevant and practical approaches, making a real difference in how I connect these fields. The program sharpened my scientific methodology and research skills, deepened my understanding of the universe, and helped me express my ideas more coherently, wisely, and rigorously. Beyond that, it strengthened my spiritual connection with Allah, improved my character, and gave me a more well-rounded perspective in tackling life challenges.

Would you recommend this program to others? If so, what advice would you give them before they join?

I would absolutely recommend this program because it is truly transformative and aligns with the human fitrah, leaving you feeling fulfilled as it compliments the various levels of human existence. Participants can expect a wealth of knowledge, philosophy, debates, and intellectually stimulating discussions that contribute to character growth and a deeper understanding of life. To get the most out of the program, I advise future participants to set their intentions carefully and be prepared for advanced courses like scientific methodology and worldview. While some parts, like Dr. Mustafa Tuna's worldview course, might be challenging initially, following his guidance and reading beforehand will make the lectures much more accessible. The program offers a holistic knowledge approach that enriches mind and soul.

Were there any resources, tools, or support systems provided by the program that you found particularly helpful?

The program offered several resources that were incredibly useful. Professor Alparslan's book on Comparative Theories and Methods gave detailed explanations related to scientific methodology. In contrast, Dr. Necati Aydın's book on Nursi and Islam influenced an Islamic worldview, offering enlightening clarity and understanding. Dr. Mustafa Tuna's notes were helpful for their historical references to Islamic sciences that I hadn't encountered before, and Professor Alparslan's article on the concept of philosophy in the Qur'anic context beautifully explained subjective notions that many scientific approaches fail to address, answering questions about existence that satisfy your intellect and soul. Google Classroom was also a practical tool, with updated links to recorded lectures, articles, and assignments, making everything easily accessible. The professors were accessible and responsive, providing prompt guidance and support.

How do you see the knowledge and skills gained from this program influencing your future goals, either professionally or personally?

The advanced methodological frameworks and scientific techniques I have acquired will enhance my capacity for conducting rigorous and contemporary research. I can approach complex concepts with greater depth and clarity by integrating the multiplex framework, Nursi's model, and philosophical approaches from Muslim and Western thinkers. These skills have sharpened my sense of purpose, boosted my productivity, and improved my ability to manage personal, academic, and professional responsibilities.

Testimonials

"I feel like the last almost 43 years of my life were just a journey and preparation for this course. And I pray that I can make a difference in the remaining years. Ameen, Thumma Ameen."

Anonymous

"The more I delved into this course, the more I realized how ignorant I was. It is difficult to describe the experience in a few sentences. Still, this program is a game-changer in the education world and a life-changer for anyone lucky enough to attend. Alhamdulillah!"

Salma Ibrahim

"This program has given me a new perspective on the world around me. This point of view (mana i harfi perspective) enables me to read God's signs all around me, even all the time. It's just a matter of perception! The Steps mentioned in 5D thinking are remarkable because the way the thinking is established through this approach is unique and amazed me, Alhamdulillah! I believe this thinking approach can help us internalize the knowledge in ourselves and the children. It is not the storage of information, but rather the internalization of the concepts; hence, this approach can radically transform education."

Anonymous

If you want to expand your understanding of existence and meaning and experience a unique blend of academic and spiritual enrichment, consider joining us for our next program. Learn from esteemed scholars, engage in profound discussions, and become part of a global community dedicated to holistic education.

Fall 2024 Cohort Starting soon.





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 and 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.



INTRODUCING THE 4TH GRADE 5D WORKBOOK

Uzma Ahmed

We are excited to announce the release of our Grade 3 5D Thinking Workbook. This engaging, hands-on resource is perfect for schools seeking to provide their students with a comprehensive understanding of science without embedded secular ideas. It takes students on an unforgettable journey through the wonders of science, showing them how to view the world with a deeper awareness of purpose and divine wisdom. This approach transforms everyday learning into a meaningful experience, helping students connect with their creator and develop character.

Let's take a sneak peek at some of the chapters:

The Skeleton: Your Built-in Bodyguard helps students recognize that the human skeleton is not just a random structure resulting from adaptation but designed with incredible wisdom to protect and support our bodies.



In '**Rugged Reptiles**,' students dive into the fascinating world of snakes and lizards and reflect on how these creatures are part of a divine design, not products of chance. Through comparisons with robotic technology, students discover that no human invention can replicate the complexity of reptiles, reinforcing the idea that every creature serves a purpose.

Jellyfish – The floating wonders take students into the ocean to explore the simplicity and beauty of jellyfish and how these creatures, without brains or hearts, are designed to perform essential roles in marine ecosystems.

Light – The Divine Spark of Discovery delves into the science behind one of the most fundamental forces in the universe. Students explore how light is designed to help us see the world and experience its beauty, but they also reflect on how light itself is a sign of Allah's wisdom and mercy.

This 5D Thinking Workbook is more than just a science book. It's a tool for building character and instilling curiosity in students. Schools will find it an invaluable addition to their curriculum, helping students see science as a path to understanding the world and their purpose within it. If you're looking for a resource that blends academic rigor with moral education, Grade 3 5D Thinking is the perfect fit.

[Order your copies today and inspire the next generation of thinkers and believers!](#)



THE ILLUSION OF LUCK: WHY NOTHING HAPPENS BY CHANCE

Uzma Ahmed

In everyday conversations, it's common to hear phrases like "Good luck!" or "That was lucky!" These expressions have become embedded in our culture, often serving as well-meaning gestures of goodwill or casual acknowledgments of unexpected success. This article explores why the concept of luck is misleading and how everything in the universe follows a purposeful order through the will of the Creator rather than the whims of chance.

The Appeal of "Luck"

The notion of luck suggests that events occur by nothing more than randomness or a mysterious force. When people experience unexpected fortune, they often credit luck, implying that success comes from nowhere. In a complex world of uncertainties, attributing events to luck seems to conveniently explain unexpected outcomes. It gives people a sense of comfort and detachment from responsibility. If something goes wrong, it is simply bad luck; if something goes right, good luck is on their side.

Secularism and the Detachment of the Creator

Secularism, which seeks to detach the Creator from public and personal life, contributes to the widespread belief in Luck. By excluding the idea of a purposeful Creator from the conversation, secular thinking often leaves people to believe that events occur by chance or randomness. Luck is perceived as the source of governing outcomes and influencing fortunes in a worldview devoid of a higher power. This concept, however, is inherently flawed. When we replace Divine wisdom and intention with randomness or Luck, we reduce the richness and depth of the reality in which we live.

In a secular framework, Luck becomes a substitute for the Creator, explaining otherwise unexplainable events. But doing so denies the deliberate and meaningful design behind every occurrence. Whether we understand it or not, every event is interconnected and purposeful, part of a larger system overseen by a higher power.

Purposeful Order in the Universe

Consider the intricate order of the universe; everything, from the orbit of planets to a chick growing into a beautiful bird to the growth of a tree, reveals the purpose and intentionality behind creation. Attributing outcomes to Luck or chance disregards the All-Knowing, All-Wise, All-Merciful Creator.

Divine Will and purpose of life

We have been given a discerning mind through which we make choices to fulfill our life purpose. We were created to submit to our Creator through worship to attain Jannah (Paradise). By understanding this purpose, we can foster a more meaningful perspective on life that encourages responsibility and effort under the umbrella of reliance on our Creator.

Was it bad luck that I missed the bus, or was that how Allah meant it to be? In Islam, the concept of Qada (Divine Decree) teaches us that everything in the universe happens according to Allah's will and wisdom. There is no such thing as luck or random chance; every event, big or small, is part of Allah's perfect plan. Missing the bus may seem like an unfortunate coincidence. Still, from the perspective of Qada, it is a purposeful event, perhaps preventing harm or guiding us toward a better outcome or a test sent by Allah to allow us the opportunity to connect with him.

Divine Will, or Qadar, refers to Allah's knowledge and control over everything. This belief helps us accept life's events, knowing that everything unfolds for a reason, even if we don't understand it immediately. Rather than attributing life's occurrences to luck, we recognize them as part of Allah's greater wisdom and plan for us.

The Role of Human Effort

Looking at reality, we observe that human beings make choices, but these choices exist within the framework of Allah's Divine Will. This balance between human free will and Qada can be understood as humans making decisions and exerting effort, while the outcome of those efforts is ultimately in the hands of Allah. For example, a person may choose to work hard for a goal, using the faculties and opportunities provided by Allah. However, whether they achieve the goal or not, the final result is determined by Allah's wisdom and will, as He knows what is best for them.

This dynamic encourages personal responsibility and effort, but with the understanding that success or failure is part of a greater, divine purpose. Thus, human free will and effort are harmonized with submission to Allah's ultimate control over the outcomes, fostering trust in His wisdom. As Muslims, we are more concerned with being rewarded for the actions we undertake and thus pleasing Allah than discussing why Allah decreed something.

Moving Beyond the Language of Luck

The language of luck and chance limits our understanding of the world. It encourages us to rely on randomness rather than recognizing the power of our Creator at every moment. By moving beyond these terms, we can connect with him and fulfill our purpose in life in the comfort that he is Al-Hadi, our Guide.

So, next time you're tempted to say, "That was lucky!" or wish someone "Good luck," think about what you're implying. Are you attributing their success or failure to random forces or acknowledging the Creator, who controls everything? Let's change our words. Replace the secular phrases with, "May Allah bless you with success," "Allah has blessed you with success, MashAllah," or "May Allah bring good for you from this trial."





EXPLORING SÜLEYMANIYE MOSQUE IN 5D TO DISCOVER EARTH'S DIVINE DESIGN

Dr. Necati Aydin

First Step: Explore

The Süleymaniye Mosque, commissioned by Sultan Suleiman the Magnificent, was constructed between 1550 and 1557. Designed by the renowned Ottoman architect Mimar Sinan, the project involved thousands of workers, including skilled artisans and laborers. The construction was completed in just seven years with limited tools and technology. The mosque's massive scale, particularly its enormous dome, is a testament to exceptional architectural design and the tireless efforts of the masons.

The central dome, supported by four smaller ones, gives the prayer hall a sense of awe-inspiring openness. This innovative design provides a vast space for worshippers and contributes to the mosque's aesthetic appeal. An optical illusion, given by surrounding the main dome with smaller ones, enhances its perceived size, adding to the mosque's grandeur.

Even in an era without modern sound systems, the mosque's acoustics were carefully planned, ensuring that the imam's voice could reach every corner of the prayer hall. This feature was crucial for effective communication during sermons and prayers.

The mosque's design also harnesses sunlight, illuminating the interior without the need for artificial lighting. Careful consideration was given to prevent excessive heat from the sunlight, ensuring a comfortable environment for worshippers.

The interior is adorned with exquisite decorations, showcasing the advanced artistic techniques of the time. The mihrab, in particular, stands out for its intricate and beautiful design. The mosque's overall symmetry and harmony contribute to its timeless beauty, both inside and out.

Fascinating Facts

- **Largest Dome of its Era:** The mosque's central dome, measuring 27 meters in diameter, was one of the largest of its time and rivaled the Hagia Sophia in grandeur.
- **Innovative Use of Pendentives:** Mimar Sinan employed pendentives to transition smoothly from the square base to the circular dome, a revolutionary technique for its time.
- **Integration with Urban Infrastructure:** The mosque complex includes not just a prayer hall but also a madrasa, a hospital, a library, and a caravanserai, reflecting a holistic approach to community welfare.
- **Enduring Structural Stability:** Despite centuries of wear, the mosque's innovative construction techniques, including the use of massive stone blocks and buttresses, have ensured its remarkable durability.

Second Step: Compare

The Süleymaniye Mosque can be likened to the planet Earth, highlighting their shared characteristics as magnificent structures:

Central Dome as the Atmosphere: Just as the mosque's central dome protects the worshipers, Earth's atmosphere that encircles the planet provides a protective and expansive ceiling that envelops and supports all life.

Prayer Hall as the Land: The mosque's vast prayer hall, covered with intricate carpets, mirrors Earth's diverse landscapes. The carpets symbolize the land's surface, with a variety of textures and forms, such as grasslands and forests.

Construction Materials as Earth's Elements:

The mosque's construction, using stone, marble, and tiles, parallels Earth's composition of minerals, rocks, and elements. In both materials are used to build a robust and enduring structure—whether it's the mosque or the planet.

Interior Decoration as Beauty: The mosque's intricate tilework and calligraphy reflect Earth formations' diverse and intricate beauty, from crystal-clear lakes and colorful plants and flowers to majestic mountain ranges.

Sunlight and Acoustics as Harmony: The mosque's design incorporates sunlight to give a serene atmosphere and uses acoustics to enhance communication, similar to how Earth's atmosphere and environment enable communication, like sound traveling through air and light filtering through the sky.

Community and Environment: The mosque serves as a center for community, education, and spirituality, integrating various functions within its complex. Similarly, the planet provides a habitat for billions of organisms, supporting complex ecological networks and human societies. The Earth's environment is designed to support human life, with diverse climates, abundant resources, and ecosystems that provide essential needs such as air, water, and food.

The Suleymaniye Mosque and Earth are magnificent structures, each demonstrating a beautiful balance of its components. Neither could have come to be without a Maker possessing knowledge, power, and intent. We readily acknowledge Mimar Sinan as the architect of the Suleymaniye Mosque.

Yet, some argue that the Earth simply arose naturally without any architect after the Big Bang and that its contents are merely the result of material causes or chance. But is this true?

Third Step: Question

The fundamental question is this: can the Earth come into existence without an Architect? Let us engage in some deep questioning to see whether nature, causes, or chance could be the source:

Can Nature be the Source?

Can an intricate structure like the Süleymaniye Mosque build itself without someone designing and constructing it? Can rocks, marble, and glass spontaneously organize themselves into such a mosque after a giant explosion without humans to determine their placement and function? Could a plan of the mosque alone, without builders, be sufficient to bring the building into existence? The answer is an obvious no. The mosque's beauty, order, and purposeful features are the clear results of intentional design and skilled craftsmanship. Then, given that planet Earth is billions of times larger, purposeful, and more complex than this mosque, how could it come into existence without a Builder? Does nature possess the mind, knowledge, and foresight required to act as this Builder? How can such an extraordinary planet, with its delicate balance, intricate systems, and beneficial outcomes, emerge simply from particles released by the Big Bang?

Can Material Causes Be the Source?

How could the specific and purposeful design of the mosque be explained by the random characteristics of the materials alone? Without human minds, the materials would remain inert and chaotic, incapable of forming anything so structured and meaningful. Could the shapes and arrangement of stones, the symmetry of the domes, or the precise placement of columns be attributed solely to the properties of their materials or builders?

Which material within the building could be the source of the beautiful calligraphy on its walls? Can such intricate art emerge from any material object on its own? Similarly, how can the Earth's complex design and beneficial outcomes be credited to material causes without acknowledging the existence of an Architect who arranged these materials with intention, knowledge, care, and purpose? Just as a painting is not merely paint and canvas but a manifestation of the artist's vision and skills, the qualities of the planet Earth also stem from the attributes of its Artist.

Can Chance be the Source?

Is it reasonable to believe that the mosque's harmonious design resulted purely from random events rather than from deliberate planning and expertise? Is it by chance that the mihrab is placed at the front of the mosque? Is it by chance that the building has many windows? Could the precision and aesthetic qualities of the mosque truly be the result of luck? Randomness brings disorder but cannot produce such a masterpiece's intricate patterns and balanced structure. Likewise, can the Earth, with its finely tuned ecosystems, precise order, and breathtaking beauty, be the product of mere chance? Or does it more likely reflect the deliberate design of an Architect with infinite wisdom and power?

Just as the Süleymaniye Mosque clearly requires an architect for its existence, the Earth, in all its grandeur and complexity, points to the necessity of an Architect far beyond the capabilities of nature, material causes, or chance. Who is that Architect?

Fourth Step: Connect

Even though we have never seen the architect of the Süleymaniye Mosque, we are absolutely certain that it has one. In fact, anyone who openly denies or is skeptical of the existence of an architect for this mosque would be considered irrational.

Now, imagine a building billions of times larger and more elegant, not built on solid ground but suspended in the vastness of space. Imagine this building moving faster than any airplane and continuously being built and rebuilt every moment. According to our modern understanding of science, this is the reality of our planet and the universe. Just as the Süleymaniye Mosque cannot exist without its Architect, the Earth or the universe cannot exist without their Divine Architect.

The Süleymaniye Mosque's features speak of its Architect's skills, just as the features of the planet Earth speak of its Architect. It's clear to any observer that it took immense effort, calculated knowledge, and artistic skill to place each stone and shape every element of the mosque. As we explore and learn about the mosque's architectural marvels, we cannot help but admire the remarkable skills behind its construction. Indeed, we describe the skills of its Architect, Mimar Sinan, with great admiration, often calling him "Sinan the Great."

Imagine a scenario where every stone in the mosque fits perfectly into its place, and the design of each element is so meticulously crafted that removing even a single stone would cause the entire structure to collapse.

Suppose the materials used in the mosque's construction are uniquely tailored, making replication impossible. The building's specific features and intricate details are known only to its original Architect. Despite all efforts to analyze and reproduce them, no one else can fully comprehend or duplicate these features, demonstrating that the Architect's knowledge and skill surpass humanity's collective understanding.

Earth, like this amazing mosque, is made of unique elements and designed in such a way that altering any part of it could disrupt the entire system.

Everything on Earth is interconnected, with each element dependent on the others for the stability and functionality of the whole. The intricate balance of ecosystems, the precise laws of physics, and the delicate order to sustain life all point to a design far beyond human capability.

Moreover, Earth is not an isolated structure. It is intimately tied to the entire universe, just as each stone of the mosque is connected to the next. The same forces that govern the movements of stars and galaxies also affect the smallest particles on Earth. The elements that make up our planet are the same as those found throughout the cosmos, indicating that the One who created the universe is also the One who created the Earth. Just as the stones of the Süleymaniye Mosque are part of a unified design, so too is Earth part of a grand, interconnected cosmic plan.

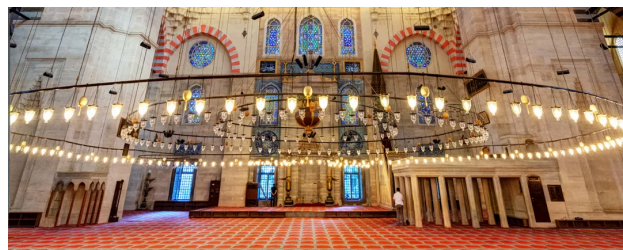
The precise planning, the execution of wisdom, the compassion, and the infinite knowledge and power are evident in every aspect of this planet. Every detail reflects intentionality and purpose, revealing the attributes of its Maker. Just as studying the mosque reveals the skill and insight of its architect, exploring the amazing Earth and the universe unveils the attributes of their Maker: omniscience, omnipotence, and omnipresence. The harmony and balance evident in the universe speak to a Creator who is All-knowing (Al-Aleem), All-wise (Al-Hakeem), All-powerful (Al-Qadeer), The Fashioner (Al-Musawwir), The Arranger of Affairs (Al-Mudabbir), Most-Compassionate (Ar-Rahman), and Most-Loving (Al-Wadud). His care and compassion are evident in creating and maintaining such an extraordinary system. The Qur'an calls this Creator Allah. It is He who crafted the universe with such perfection, and it is He who created the Earth, with every detail reflecting His infinite power and wisdom.

Fifth Step: Appreciate

Now, imagine this: As you explore the intricate beauty of the Süleymaniye Mosque, you are told that every feature—every stone, every tile, and every design—was crafted with you in mind. The entire mosque, with all its facilities and splendor, is given to you as a personal gift. You even discover that a special villa with a vast garden has been prepared just for you. You might wonder, "Why me?" Imagine that the architect, capable of making countless such masterpieces, is incredibly generous and kind.

His sole desire is to bring joy and happiness to others, and he finds immense satisfaction in seeing the special gift he made for you bring you profound happiness. What would you do if you received such a gift? Do we even need to tell you that you should thank the gift giver? Of course not! Now, consider this gift on a grander scale: the planet Earth. Imagine that the intricate design and perfect balance of our world are also a personal gift from a Creator who is not only immensely powerful and knowledgeable but also extremely compassionate and loving.

Every detail has been meticulously arranged to provide for our needs. This planet is like a palace furnished with everything we need to thrive and find happiness. How would you react to such a remarkable gift? Wouldn't it inspire a deep sense of gratitude and appreciation? Knowing the Maker of this gift, our hearts should overflow with gratitude. We should express this gratitude in the best possible way—by living on this Earth in a manner that pleases Him.





REKINDLING THE DIVINE: BEYOND SECULAR SILENCE

Yasmeen Ahmed

Yasmeen Ahmed is a doctor turned home educator who traded her stethoscope for storybooks and now finds joy in guiding her children's learning journey. Alongside her love for adventure in extreme sports, Yasmeen embraces the art of home life—crafting wholesome treats, organizing with meticulous care, or capturing life's precious moments through videos (and painstakingly editing them). At the core of her life is a deep spiritual connection with the Quran, which continues to nurture her personal journey and guides her in having meaningful ways to connect her children to their deen.

Growing up without her parents for much of her childhood, Yasmeen's experiences shaped her into a deeply thoughtful and reflective individual.

Yasmeen shares: "The 5D Thinking model resonates deeply with my approach to life and parenting. It seamlessly combines science, philosophy, and spirituality—much like I've always done, but now with a structured framework. I've long encouraged my children to reflect on the world Allah created, and 5D Thinking elevates this by making every moment a connection back to the Creator. It's the perfect guide for nurturing their spiritual growth and curiosity."

The secular terms that have seeped into our daily lives were designed, perhaps deliberately, to remove the presence of God from our consciousness.

But if these words can strip away the divine, can the opposite be true?

Could reintroducing sacred words bring God back into our lives?

Words like "nature," "universe," "positive energy," and "light" evoke a sense of wonder in those who are distant from faith.

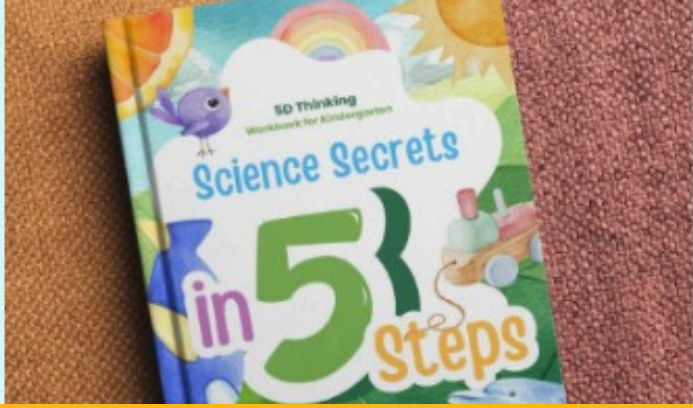
So, might the words Ar-Rahman (The Most Merciful) and Ar-Razzaq (The Provider) rekindle a profound sense of awe in our creator?

Do words hold intrinsic power, or is it our intentions that breathe life into them?

Are these intentions born from the sparks within our mind's synapses, or are those very sparks forged in our synapses by our creator?

Perhaps the ultimate balance lies in realizing our paradox: to be utterly powerless, yet infinitely empowered by our Sustainer.

To live in gratitude, fully present in this fleeting moment that vanishes the instant it is acknowledged.



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UPCOMING 5D EVENTS

Dr. Necati Aydin has been invited to speak at the annual Global Association of Islamic Schools (GAIS) conference. He will address educators and thought leaders during the Malaysia Retreat 2024, from September 30th to October 3rd, 2024.

At this prestigious event, Dr. Aydin will highlight how the innovative 5D Thinking Method is reshaping educational practices by blending science, character development, and spirituality. He will share success stories of how 5D Thinking is being applied in pilot schools, where it is transforming traditional curricula into holistic learning experiences.

MALAYSIA Retreat 2024

OUR ESTEEMED SPEAKERS

KEYNOTE SPEAKER DR. SAMIR MAHMOOD (Australia)

KEYNOTE SPEAKER DR. WAN MOHD NOR WAN DAUD (Malaysia)

KEYNOTE SPEAKER DR. JASSER AUDA (Cuba)

Dates: 30th Sep - 3rd Oct | **Register at:** gais.network/retreat2024 | **Venue:** Mardhiyyah Hotel



A Workshop for Learning Facilitators

Transformative Teaching through 5D Thinking

A Systematic Approach To Read The Universe Like An Elegant Book



Dr. Necati Aydin
 Founder of 5D Thinking
 Vice President,
 Institute of Integrated Knowledge



Ms. Uzma Ahmed
 Director
 Education & Training,
 Institute of Integrated Knowledge

📅 **28 September 2024**

🕒 **9:00 am - 5:00 pm**

📍 **Pusat Komuniti YM
Taman Kajang Putra**

📖 **RM 100 per pax**

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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.

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