



# 5D THINKING MAGAZINE

November - December 2024 | Issue 6

## **Famine, Farming, and 5D Thinking**

Dr. Necati Aydin

## **Listen, Reflect, Transform: AI's Take on the 5D Thinking Guidebook**

Betul Koser

## **5D Thinking on Evolution**

Dr. Necati Aydin

## **Does a Magnet Attract?**

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## **The Infinite Monkey Theorem**

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## **5D at the ISAC Retreat in Calgary, Canada**

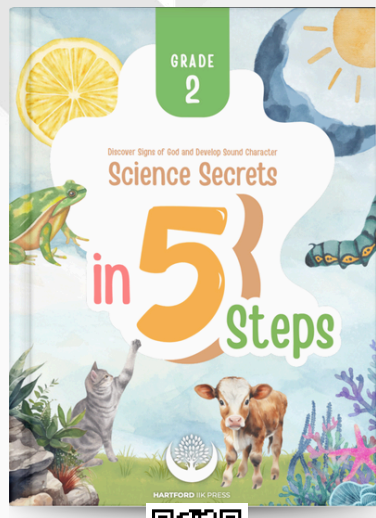
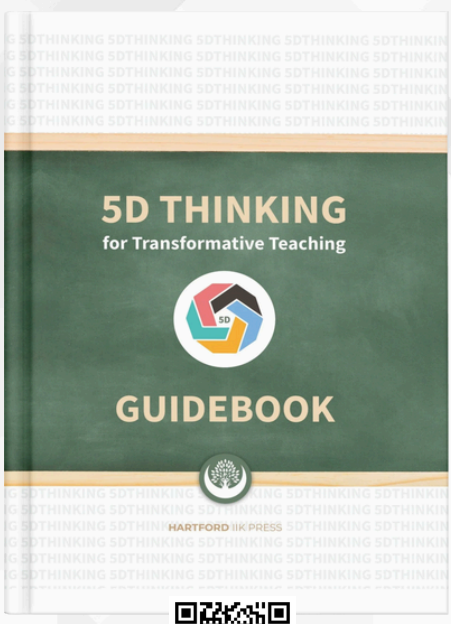
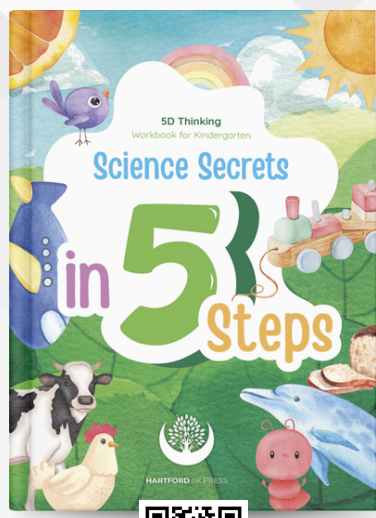
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# EDITOR'S LETTER



**Dear Readers,**

Welcome to the sixth and last issue of the year 2024!

This edition brings you a diverse range of articles unified by the transformative power of 5D Thinking. In our Features section, Dr. Necati Aydin explores the profound interconnectedness of life and divine purpose in "Famine, Farming, and 5D Thinking." Meanwhile, the 5D Thinking Team addresses questions on "Evolution" and misconnection and disconnection in "5D Responds: Bridging Faith and Science with 5D Thinking".

In Science in 5D, Dr. Aydin, with co-author Aisha Allowais, challenges secular misconceptions in "The Infinite Monkey Theorem." Aisha's "MicroRNAs: Precision Out of the Blue or Masterpiece by Design?" underscores the intentional design evident in molecular biology. Dr. Ali Mermer introduces us to the magnetic allure of 5D Thinking in "Does a Magnet Attract? (Part 1)."

Our Training and Events section highlights the global reach of the 5D Thinking model. Uzma Ahmed reports from the GAIS 3rd Annual Session in Kuala Lumpur, Malaysia, and the ISAC Retreat in Calgary, Canada, both of which showcase how educators worldwide are embracing this paradigm. Rasheeda Zakariya reflects on the success of the Introductory Workshop in Malaysia, while Nadine Kamal shares strategies for "Empowering Educators with 5D Thinking for Transformative Teaching."

In the spirit of personal reflection, our Your Words, Your World section features Uzma Ahmed's lyrical piece, "Beyond the Blue," an awe-inspiring journey into Peyto Lake's splendor, revealing the Creator's artistry in nature. Complementing this, Betül Köser reflects on the 5D Thinking Guidebook in "Listen, Reflect, Transform," reminding us how deeply this model reshapes perspectives. Finally, Dr. Colin Turner invites us to ponder deeper philosophical questions in "The Three Shari'as," offering insights into how faith and law intersect with the 5D worldview.

Thank you for being a valued member of our 5D Thinking community. Together, we embark on this meaningful journey of discovery, one dimension at a time.

**Warm regards,**

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



## FAMINE, FARMING, AND 5D THINKING

*Dr. Necati Aydin*

The contemporary world is witnessing an unprecedented famine—not just of physical hunger but of spiritual starvation. The absence of truth, wisdom, and virtue has led humanity to lose its essence, turning them into zombies or wild animals. Just as we would share our surplus food with those dying of hunger, we must now cultivate and share spiritual nourishment to save humanity, not just in this world but for eternity.

However, our efforts face significant challenges. The proliferation of "fake farmers" producing and selling counterfeit food exacerbates this starvation. These false offerings numb people's awareness of their true needs, making them oblivious to the real nourishment available.

This article delves into the root of this crisis and presents a comprehensive approach to address it by cultivating and disseminating truth, wisdom, and virtue.

### **The Analogy of Famine and Farming**

Imagine a scenario where people are dying from lack of food. While sharing our surplus can provide immediate relief, the sustainable solution lies in farming—actively growing food to feed the needy. Similarly, in the spiritual realm, many souls are dying daily due to a lack of truth, wisdom, and virtue. Muslims who believe they have the truth are responsible for cultivating these qualities and sharing them widely.

Our task parallels that of farmers: we must harvest truth, wisdom, and virtue from the Furqan (the criterion between truth and falsehood). This endeavor is our responsibility and our opportunity to restore humanity's true essence.

### **Feeding Centers and Poisonous Food**

Educational institutions are the primary 'feeding centers' where minds and souls are nourished. Unfortunately, these centers often serve poisonous food under the guise of secular education, feeding the mind and soul with junk that kills the humanness within us. The knowledge imparted is stripped of truth, wisdom, and virtue, leaving individuals spiritually starved and in pain.

Teachers, the distributors of this poisoned food, often do so unknowingly. Overburdened and constrained by the system, they lack the tools to cleanse and prepare the nourishment they offer. Our role is to intervene in these feeding centers, eliminate the poison, and ensure that the food provided is rich in truth, wisdom, and virtue.

### **Desecularization of Knowledge: Removing the Poison**

The problems we observe globally stem from corrupted knowledge and education. The solution, therefore, must begin with the desecularization of knowledge. We must remove the poison—secular ideologies—that contaminate education and replace it with nutritious content.

To achieve this, we must:

1. **Develop Scholarly Work:** Produce educational materials that are free from ideological poison and rich in truth, wisdom, and virtue.
2. **Train Educators:** Equip teachers with the right perspectives and tools to deliver this purified knowledge effectively.
3. **Transform Feeding Centers:** Reform educational institutions to become places where genuine nourishment is provided, nurturing true human beings.
4. **Establish Research Centers:** Teachers are busy and cannot undertake this transformation alone. Therefore, we need teams of scholars and thinkers to prepare nutritious knowledge packages. These packages must then be delivered to teachers, along with guidance on how to use and convey them to their students.

### **The Challenge of Counterfeit Nourishment**

Complicating our mission is the prevalence of fake farmers who produce and distribute counterfeit spiritual food. This fake nourishment deceives people, making them feel full while their souls remain malnourished. It dulls their awareness of their needs, leading them to ignore the available genuine, nutritious sustenance.

Our first task is administering an antidote to this fake food, neutralizing its deceptive effects. Only then will people recognize their true hunger and seek authentic nourishment. Secular ideologies act like a drug, numbing individuals to their spiritual needs. Removing this drug can awaken their awareness and guide them toward genuine fulfillment.

### **The 5D Thinking Model: A Lens for Discernment**

In the modern era, we often find ourselves in denial or forgetfulness of God, attributing the wonders of creation to the blind forces of nature, material causes, or mere chance. This secular trio becomes the Taghut—false deities—that we unwittingly worship. The 5D model challenges these secular narratives, revealing the divine hand behind the veil of apparent causes and effects. It invites us to see the world through the eyes of faith, recognizing the signs of God's wisdom, power, and mercy in every atom of existence. It calls us to transcend the limitations of a purely materialistic worldview and embrace a holistic understanding of reality that encompasses both the physical and the spiritual.

At its core, the 5D Thinking model offers a lens through which we can distinguish the nutritious from the poisonous by following the Furqan that differentiates truth from falsehood. It unveils the divine power that underpins all of creation, leading to a state of Ihsan, a profound and conscious awareness of God's presence in every facet of existence. This understanding empowers us to make informed choices guided by divine principles and to live a life of purpose and devotion. It enables us to see the world not as a random collection of matter and energy but as a manifestation of God's infinite wisdom, power, and mercy.

### **Step-by-Step Approach of the 5D Thinking Model**

#### **1- Explore:** Paying Attention to the Amazing Universe

The first step is to awaken people to the marvels of the universe. We live in a world filled with astounding phenomena that are far from ordinary or simple. Science, when stripped of ideological biases, showcases these wonders daily. By encouraging people to observe and reflect, we ignite their curiosity and help them feel the hunger for genuine knowledge.

#### **2- Compare:** Using Analogy for Deeper Understanding

An analogy is crucial for true understanding and appreciation. By comparing observed phenomena with human-made creations, we facilitate comprehension. For example, comparing the human eye to a camera helps us recognize the need for intention, knowledge, will, and power in its creation. This step aids in digesting the knowledge .. presented in the first step.

#### **3- Question:** Questioning, Mother Nature, Material Causes and Chance

In this step, we critically examine secular explanations that attribute existence to nature, material causes, or chance—the "secular trios" or modern-day Taghut (false deities). We pose simple yet profound questions: Can something create itself? Can parts come together to form a camera without human involvement? Can random chance produce intricate order? Through this inquiry, we negate the secular deification of these concepts and reveal their inadequacy in explaining reality.

#### **4- Connect:** Recognizing the Divine Source

We observe the interconnectivity and interdependence of everything in the universe. An apple, for example, doesn't come solely from a tree but from the entire universe functioning in harmony. Even collectively, the components of the universe lack the power to produce anything independently. This realization leads us to acknowledge that only the Infinite Power can be the source of all existence. We derive His attributes and names from His works, deepening our understanding of Him.

#### **5- Appreciate:** Expressing Gratitude and Transforming Lives

Upon recognizing God's hand in everything, we develop a profound appreciation for His gifts. This gratitude compels us to make better choices and live in accordance with divine guidance. We reach the level of Ihsan, where we worship God as if we see Him, being ever conscious of His presence. This transformation aligns our lives with truth, wisdom, and virtue, fulfilling our true purpose.

## **An 5D Model Implementation Strategy**

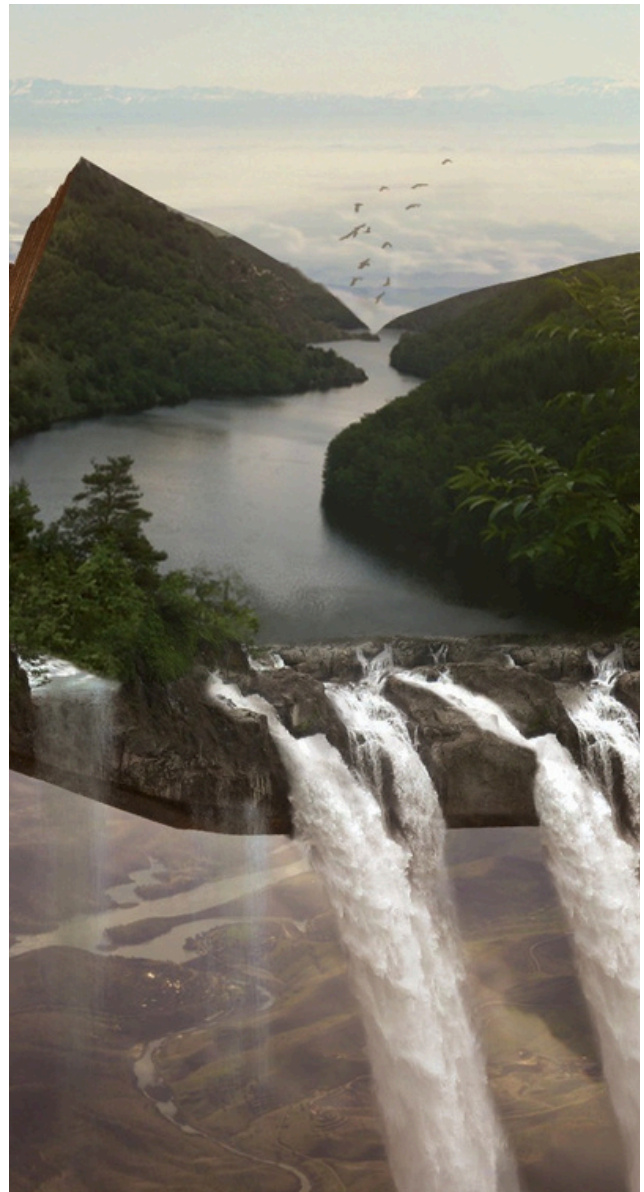
To bring about meaningful change, we must take concrete actions:

1. **Awareness Campaigns:** Raise awareness about the spiritual starvation afflicting humanity and the deceptive nature of secular ideologies.
2. **Educational Reform:** Advocate for the desecularization of education, ensuring that curricula are infused with truth, wisdom, and virtue.
3. **Resource Development:** Develop comprehensive educational materials based on the 5D Thinking Model, ready for implementation in schools.
4. **Teacher Training Programs:** Organize workshops and seminars to train educators in the new paradigm, equipping them to become purveyors of genuine nourishment.
5. **Community Engagement:** Involve parents, community leaders, and religious institutions in supporting and reinforcing these changes.

## **Conclusion**

The crisis of spiritual starvation demands an urgent and holistic response. By cultivating and sharing truth, wisdom, and virtue, we can restore humanity's true essence and save millions of souls in the most profound sense. The 5D Thinking Model provides a practical framework for achieving this goal, serving as the lens through which we can discern reality, dismantle false ideologies, and reconnect with the divine.

***Our responsibility is clear: to become the farmers of spiritual nourishment, tending to the fields of knowledge and education. Our opportunity is immense: to witness and contribute to the revival of true humanness across the globe. By embracing this mission, we fulfill our purpose and align ourselves with the divine will, fostering a world grounded in truth, wisdom, and virtue.***







## THE THREE SHARIA'S

*Dr. Colin Turner*

There are three Sharias in reality. There is the Sharia of creation (shari'a takwiniyya), which is the way and manner in which the cosmos and all of the created beings in it are ordered and made to function. The Sharia of creation is characterised by exquisite harmony, equilibrium and justice.

Then there is the Sharia of the Divine law (shari'a tashri'iyya), which embodies the codes of a law and the regulations which govern personal behaviour and interpersonal relations. It is a code of laws that is also characterised by harmony, order and justice, together with the Lawgiver's absolute knowledge of His creatures and what they need to thrive and become obedient servants, which is their birthright and purpose.

And then there is the Sharia of human, God-given disposition (shari'a fitriyya), which embodies the ways in which the human being in all its physical, material, psycho-spiritual and immaterial fullness has been equipped to function as God's representative on earth.

The Sharia of creation functions perfectly. The Sharia of the Divine law functions partially, and then only with great deficiencies. And the Sharia of Divine disposition, which is supposed to connect the human soul to the other two Sharias, barely functions at all in this postmodern abyss into which we seem to have fallen.

This is why, at the end of time, acting in accordance with the three Sharias is akin to holding a hot coal in one's hand.





## 5D RESPONDS: BRIDGING FAITH AND SCIENCE WITH 5D THINKING

*5D Thinking Team*

### **Q: What makes life unique, and how does 5D Thinking help us understand it beyond conventional science?**

A: The essence of life is explored through the lens of self-organization, intricate molecular interactions, and emergent properties that together give rise to living systems. Secular science usually attributes these phenomena to the laws of physics and chemistry or random chance, framing life as a sophisticated product of material processes without considering deeper meaning or purpose.

In the 5D Thinking model, we approach life as an intentional act of Divine creation that surpasses mere physical components or random assembly.

The secular perspective, by attributing life to "self-organization" or "emergence" from non-living matter," overlooks" the more profound truth: life is an intentional design by God, a miracle that science can observe but cannot generate. Through 5D Thinking, we help learners look beyond superficial material explanations and recognize life as a sign of the Creator's knowledge and power. Allah says in the Qur'an in Surah Al-Anbiya (21:30):

"We made from water every living thing."

وَجَعَلْنَا مِنَ الْمَاءِ كُلَّ شَيْءٍ حَيٍّ

### **Q: How does the 5D model address the disconnections and misconceptions we often find in secular explanations of life?**

A: The 5D model identifies two primary issues with secular descriptions of life: disconnections and misconceptions.

1. Disconnections happen when explanations isolate creation from the Creator. For example, secular science may describe life as "an event within the fabric of the universe" that organizes and sustains itself. This language disconnects life from its Divine Source, treating it as an independent phenomenon rather than an ongoing act of Divine creation.
2. Misconnections arise when life's processes are attributed solely to material causes or chance. This misconception leads to viewing life as an "emergent quality" of molecules and forces rather than the deliberate work of a Creator. For example, describing life as "a self-sustaining system" implies that it originates and operates independently, which ignores its dependency on God's continuous sustenance.

5D Thinking realigns these perspectives by reminding learners that all creation, including life, exists through God's will and design. This worldview corrects the misconception that life arises through random processes or inherent material properties.



**Q: How can we discuss the characteristics of living and non-living things to help students connect more deeply with the concept of Divine creation?**

A: Traditional definitions of living things—such as their ability to grow, reproduce, and move—help distinguish biological characteristics. 5D Thinking encourages us to understand living things in light of their dependence on and connection to the Creator.

For instance, rather than merely explaining that living things grow and reproduce, we can highlight that they do so through Divine guidance and power. This approach instills a sense of awe and reinforces that life is not self-sustaining but exists within a broader, purposeful design by Allah, as highlighted in Surah Ya-Sin (36:33):

“And a sign for them is the dead earth. We have brought it to life...”  
وَأَيَّةٌ لَهُمُ الْأَرْضُ الْمَيِّتَةُ أَحْيَيْنَاهَا وَأَخْرَجْنَا مِنْهَا حَبًّا فَمِنْهُ  
يَأْكُلُونَ

By studying life in this context, we guide students to see every living being as a testament to Divine Power.

**Q: Why can't science fully explain the origin of life?**

A: While science can describe how living systems function, it cannot fully explain how life originates. Materialistic science reduces life to chemical reactions, yet scientists cannot create a living cell from non-living matter even when replicating these reactions. Life remains beyond the reach of synthetic replication because it is not just the sum of physical components—it is a continuous manifestation of God's will.

The 5D Thinking Model teaches that life's essence is a miracle beyond material components and random events. This understanding is central to the 5D approach: that true life, as created by God, is beyond human power to reproduce and serves as a sign of His presence.

As Surah An-Nur (24:45) mentioned, “And Allah has created every living creature from water... Indeed, Allah is over all things competent.”

وَاللَّهُ خَلَقَ كُلَّ دَابَّةٍ مِّن مَّاءٍ فَمِنْهُمْ مَّن يَمْشِي عَلَى بَطْنَيْهِ  
وَمِنْهُمْ مَّن يَمْشِي عَلَى رِجْلَيْنِ وَمِنْهُمْ مَّن يَمْشِي عَلَى  
أَرْبَعٍ يَخْلُقُ اللَّهُ مَا يَشَاءُ إِنَّ اللَّهَ عَلَىٰ كُلِّ شَيْءٍ قَدِيرٌ ٤٥

**Q: How does the light bulb analogy illustrate the limitations of secular scientific explanations for life?**

A: In secular science, life is often presented as if it “comes from” material causes, similar to how light might appear to “come from” a light switch. The 5D Thinking Model offers an analogy: while a light switch is involved in lighting a bulb, the true source of power lies in a power station. Similarly, apparent causes, like molecules or cellular interactions, are part of life's mechanisms but are not the source of life itself. The true source is God's power, much like the power station enables the light.

Secular explanations often act like “metaphorical thieves,” assuming the light comes from the switch alone and dismissing the need for a power source. 5D Thinking restores the link to the Creator, showing that God is the ultimate source of all life and phenomena in the universe.

**Q: What advice would you give students and teachers on deepening their understanding of life as a Divine miracle?**

A: Every living being is a miraculous sign of Divine Power, and observing life deeply can inspire a profound connection to the Creator. 5D Thinking encourages teachers and students to ask sincere questions, as even the angels and Prophet Ibrahim (AS) did. By cultivating this curiosity, we align ourselves with the quest for truth and wisdom.

We aim to teach students that *life* is a clear sign of God's power, something only Allah could bring into existence. We use relatable examples for younger students, such as clay animals that can't come to life. This experience fosters awe and gratitude (shukr) and helps them recognize life as a miraculous gift from God.



**"LISTEN, REFLECT, TRANSFORM: AI'S TAKE ON THE 5D THINKING GUIDEBOOK"**

*Ms. Betul Köser*

In recent years, AI has been integrated into nearly every aspect of our lives, transforming how we learn, work, and communicate. One important benefit is that AI helps make complex ideas accessible by transforming static content into immersive discussions, enhancing engagement and understanding.

The 5D Thinking Guidebook is a transformative resource that introduces readers to a five-dimensional thinking approach. Rooted in the Tawhidi worldview, it challenges secular ideology. It reconnects readers to the unity of creation and Creator, offering practical tools to apply 5D Thinking in daily life for a deeper sense of purpose and understanding.

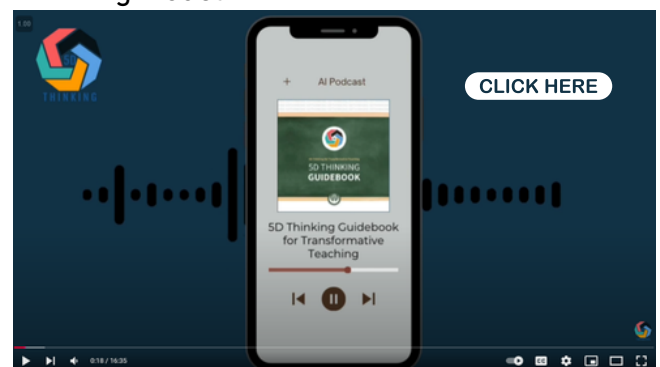
It is the main resource material used in the 5D Thinking Model training that has been successfully conducted around the world and an invaluable read for those seeking to understand true integration of knowledge.

One of our community members recently used Google's NotebookLM app to generate a 5D Thinking Guidebook Podcast through an AI-driven talk, offering a fresh and interactive way to explore the guidebook's rich concepts. This AI-driven discussion captures the depth of 5D Thinking and also makes it more engaging and accessible to a broader audience.

Podcasts or AI-generated talks provide an auditory experience that may be easier to consume than text, allowing listeners to absorb complex ideas like the Tawhidi worldview, scientific approach, moral character, and interconnectedness while multitasking. Through AI, the guidebook becomes an engaging experience that encourages thoughtful exploration and deeper understanding.

Don't miss out on experiencing this AI-powered talk in podcast form—now available on the 5D Thinking YouTube page at [@5DThinking!](#)

Dive into a captivating exploration that brings the guidebook's insights to life, inviting you to rethink, reflect, and connect with the Creator through the unique 5D Thinking Model.





## EVOLUTION

*Dr. Necati Aydin*

*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.*

**Many educators often view evolution or atheism as the problem. However, as we delve deeper, we see these are not the root issues but merely symptoms—like a fever indicating an underlying infection.**

**In the 5D Thinking model, we understand the core problem to be disconnections and misconnections, meaning that we fail to see how creation is linked directly to the Creator. We often attribute creation to nature, material causes, and chance, neglecting to see the Divine Hand behind it all. Some think of God as merely the first cause, not as the constant and only cause.**

In 5D Thinking, recognizing God as the sole cause helps us see Him as the Power behind everything that exists. We affirm that nothing originates independently or from one another; everything emerges directly from His Divine Power. The essential question for us isn't just about tracing how life emerged or whether it evolved over time. Instead, we focus on understanding how living beings continuously arise from non-living matter right before our eyes.

Consider this scenario: Imagine you see water transform into a butterfly. Obviously you would question, "How can water turn into a butterfly?" You know instinctively that such a transformation can't be an accident or a random event. You'd realize that crafting a living butterfly from water is beyond any human capability, even if all of humanity collaborated on such a task. This realization leads us to recognize the presence of an infinite, hidden power at work.

This illustrates our perspective on the creation of life within the 5D Thinking model. Daily, millions of living beings emerge from simple elements like water and soil—events we often overlook. When a dormant seed sprouts into a tree or an egg hatches into a bird, secular science credits these transformations to so-called natural mechanisms inherent within these entities, arguing that it's the nature of seeds to grow into trees and eggs into birds. Thus, no divine involvement is deemed necessary.

However, in the 5D Thinking framework, we assert that the emergence of life from non-living matter is not due to materials possessing inherent capabilities; it's a series of miraculous acts by a Hidden Power. This continuous manifestation of life, often taken for granted, is only the work of God. He is the Hidden Hand controlling all aspects of the universe. Just as we would not credit the utensils if we couldn't see the chef, attributing the dynamics of creation to materials rather than to God mirrors this mistake. This secular oversight misattributes the acts of Allah to the materials used in these processes, misleading us and diminishing the recognition of God's ongoing, direct involvement in the world. Every instance of life emerging from non-life is a testament to divine creation, underscoring the continuous, miraculous work of God in every facet of creation.

The Creator, through His constant acts of creation, reveals Himself to us, communicating through these very acts. For instance, by manifesting life from non-life, He invites us to know and feel His presence. However, when we mistakenly attribute His works to nature, material causes, or random chance, we lose the opportunity to truly perceive His presence. This misattribution leads to belief being seen as mere blind acceptance rather than as a profound certainty grounded in the observable reality of His ongoing involvement in the universe. Recognizing the Divine Hand in everyday acts of creation shifts our understanding from passive belief to active, undeniable awareness of God's omnipresence and omnipotence.





## DOES A MAGNET ATTRACT? (PART 1)

*Dr. Ali Mermer*

The Qur'an states that celestial bodies remain in their ordained paths, sustained by divine acts of creation. Meanwhile, materialist perspectives attribute this cosmic stability to physical laws of attraction and repulsion. This raises a fundamental question: Which framework better explains the underlying order of the universe?

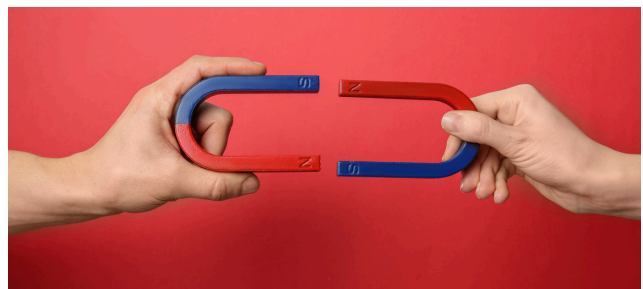
Three perspectives on the law of attraction and repulsion can be considered:

1. The law of attraction and repulsion has an existence independent of a conscious Creator.
2. The law exists as a fundamental principle established by a Creator at the universe's beginning, now operating autonomously.
3. What we call the 'law of attraction and repulsion' is nothing but the way the Creator brings creation into being at every moment in time.

Which view is correct? The question remains: Is there a law of attraction and repulsion independently existing and governing our universe?

Materialists claim that attraction and repulsion are inherent properties of matter, but for this to be true, the matter would need to possess consciousness, knowledge, power, will, communication, and cooperation. However, we observe that matter only exists in the state it was created, with no choice to be anything else. It must exist in the position it was brought into. If someone were to claim that a masterpiece in oil paint exists because the paint itself has artistic properties, people would laugh and mock them.

Similarly, when we say, "God creates within a harmonious order," this does not mean there exists an independent law of order in addition to creation. There is no independent "law of order." Instead, we, as observers, perceive a regular and orderly creation. So, there is creation, but not an additional "order" in itself. Therefore, there is a universe with stars, planets, and galaxies existing as a result of orderly creation with no additional law of attraction and repulsion.



What we observe is a continuous act of creation, where every being reflects the qualities of its Creator. Each moment of existence testifies: "My Creator brings forth all things with His boundless attributes." This creation unfolds with order, knowledge, wisdom, beauty, purpose, and mercy. It's a ceaseless act, marked by balance, precision, and effortless generosity. The manifestation of these qualities in every being, even amidst constant change, points to an Absolute Creator. Though the universe is in perpetual flux, its harmonious order remains unbroken.

Let's delve deeper into the concept of intrinsic qualities using the examples of a magnet and a piece of art. Does a magnet possess an inherent power of attraction and repulsion? We clearly observe that opposite poles attract and like poles repel. **However, does this force truly reside within the physical substance of the magnet itself?** Similarly, consider a piece of art. Does the quality of artistry inherently exist within the materials of the artwork? The answer, in both cases, is no.

Why, then, do we hesitate to apply this same logic to both the magnet and the artwork? Our familiarity with the artist in the case of the artwork allows us to confidently assert that the artistic quality originates from an external source. However, when it comes to the magnet, our lack of direct experience with its creation might lead us to assume that its properties are somehow inherent.

This highlights the importance of careful observation and critical thinking when considering the universe's creation with incredible perfection. We become accustomed to the continuous and harmonious unfolding of creation, leading us to mistakenly attribute the universe's order and balance to the inherent qualities of matter itself.

To claim that a magnet possesses inherent attractive and repulsive powers is to adopt a perspective reminiscent of the Mu'tazilite school of thought. However, this contradicts the reality of continuous creation. The magnet itself doesn't attract or repel but is created with those properties. Each moment, the magnet and its properties are renewed. We perceive attraction and repulsion because that's how the magnet is continuously brought into existence.

These observed properties are not inherent to the magnet's material but are bestowed upon it by its Creator as its creation is ever-changing and anew. Think of a mirror reflecting light. When we observe the mirror superficially, "Since there's light in the mirror, the material of the mirror generates it itself." However, the material of the mirror itself cannot generate light; it merely reflects light from an external source. Similarly, the magnet's properties are not inherent qualities of the magnet itself but reflect its Creator's attributes.



Two main factors contribute to the misconception that matter possesses inherent attributes:

First, our education system often instills a materialistic worldview. Whether through secular schools or even religious institutions with secular curricula, many of us spend years immersed in a perspective that emphasizes the self-sufficiency of matter. This prolonged exposure can subtly condition us to view objects as possessing inherent qualities, independent of a creator. Overcoming this ingrained perspective requires a conscious shift in understanding.

Second, the inability to explain matter's continuous existence leads to the flawed assumption of its eternity. Lacking evidence that matter can sustain itself, materialists resort to claiming its eternal nature. However, this contradicts the observable reality of matter's finite and ever-changing nature. Change implies a beginning and necessitates a cause, logically excluding the possibility of eternity.

The claim of matter's eternal existence is thus an invention, a convenient escape from confronting the need for a Creator. This conveniently ignores the inherent contradiction of assigning infinity to a finite universe.

In short, I argue that a law of attraction and repulsion does not exist as an independent reality. The entity of matter does not contain a separate, self-sustaining law of attraction and repulsion. Matter has no quality to exist by itself; rather, its own existence points to a wise, knowing, and sustaining Creator. Understanding this is essential to explain the universe. If matter could exist on its own and form its own laws, we could attribute such a law to matter. **We should be careful not to confuse the way matter is created continuously in an orderly manner with an interpretation that claims that matter is sustaining its existence by itself just because we do not see the Source of Existence within the universe.**





## THE INFINITE MONKEY THEOREM

Dr. Necati Aydin  
Ms Aisha Allowais

In the vast library of life, every living being—whether a single-celled bacterium or a human—is an extraordinary book of genetic information. Each gene is a line of precisely crafted poetry, and every cell is a chapter in a grand narrative. This language of life builds the intricate architecture of every organism. But can such complexity arise by mere chance?

Recent findings by Australian mathematicians Stephen Woodcock and Jay Falletta challenge this notion. Their study on the “infinite monkey theorem” highlights the mathematical impossibility of chance creating meaningful complexity, with profound implications for our understanding of life’s origins.

### The Infinite Monkey Theorem: Is Randomness Enough?

The “infinite monkey theorem” is a thought experiment suggesting that, given infinite time, a monkey typing randomly could eventually produce the complete works of Shakespeare.

However, Woodcock and Falletta’s study dismantles this idea when applied to finite constraints like time and resources. Their research demonstrated:

- Even with 200,000 chimpanzees typing continuously, hitting one key per second, for the entire lifespan of the universe, they would still fail to replicate Shakespeare’s works.
- The probability of a single monkey typing a coherent word like bananas in its lifetime is only about 5%.
- Typing a simple sentence like “I chimp, therefore I am” has odds of one in 10 million billion billion.

As co-author Stephen Woodcock explained, even if “every atom in the universe was a universe in itself,” it would still be statistically impossible for randomness to produce meaningful text. This overwhelming improbability makes clear that random chance is not a sufficient explanation for creating complex and structured systems.

### Chance and the Genetic Library of Life

Applying these findings to biology reveals an even greater improbability. If random typing cannot produce a single meaningful sentence, how can it generate the intricate genetic codes that define life? Each gene in an organism’s DNA is a precisely ordered sequence of nucleotides, far more complex than a single line of Shakespeare.

To illustrate:

- A functional protein, composed of amino acids arranged in a precise sequence, is essential for life. The probability of assembling even one protein of modest length (150 amino acids) by chance is 1 in 10164—greater than the total number of atoms in the observable universe.

- A complete genome comprising thousands of such proteins increases the improbability exponentially.

Genes, like a curated library, reflect intentional organization. They are not products of random processes, as Francis Collins observed in *The Language of God*: “DNA is the most efficient information storage system known in the universe.” The mathematical limitations revealed by the monkey theorem further expose the impossibility of chance as the source of life’s complexity.

### Chance as a Secular Taghut

In the 5D Thinking framework, “chance” is identified as one of the secular trio—nature, chance, and cause—that people mistakenly invoke to explain the origins of life. Secular ideologies often elevate chance to a creative force, attributing life’s complexity to random processes over time. However, as the study by Woodcock and Falletta demonstrates, chance lacks the power to create even the simplest meaningful sequences, let alone the intricate genetic codes of living beings.

This reliance on chance as a creative force reflects a form of secular Taghut—false deities or authorities that divert attention from the true Creator. The Qur’an warns against such misguidance:

“They were commanded to worship Allah and to shun the Taghuts. But there are some who deny this, turning instead to falsehood.”

(Surah An-Nahl, 16:36)

وَلَقَدْ بَعَثْنَا فِي كُلِّ أُمَّةٍ رَسُولًا أَنِ اعْبُدُوا اللَّهَ وَاجْتَنِبُوا  
الطَّاغُوتَ ۖ فَمِنْهُمْ مَّنْ هَدَى اللَّهُ وَمِنْهُمْ مَّنْ حَقَّتْ عَلَيْهِ  
الضَّلَالَةُ ۖ فَسِيرُوا فِي الْأَرْضِ فَانظُرُوا كَيْفَ كَانَ عَاقِبَةُ  
الْمُكَذِّبِينَ

By attributing life’s origins to random chance, materialistic explanations obscure the intentional design evident in all creation.

### What the Monkey Theorem Teaches Us About Life

Woodcock and Falletta’s research underscores the limitations of randomness. They concluded that the likelihood of producing even a trivial coherent sentence is negligible, even with vast numbers of monkeys typing for the universe’s lifespan. Applying this logic to life clarifies that chance cannot account for the intricacy and order we observe in genetic information.

Genes are not random strings but masterpieces of biological engineering, each sequence perfectly aligned to perform specific functions. Their complexity points to intentional design, not randomness. Just as Shakespeare’s works cannot appear from chaotic typing, life’s genetic “library” cannot arise by chance.

### Recognizing Life as Intentional Creation

The mathematical impossibility of chance producing life compels us to rethink materialistic explanations. Life, with its intricate genetic codes and interdependent systems, reflects a level of order and intentionality that randomness cannot achieve.

The findings of Woodcock and Falletta provide a clear analogy: if a monkey cannot type even a meaningful sentence by chance, how can we expect life’s complexities to arise without a Creator? As 5D Thinking teaches, according to the Qur’an and Sunnah, life is not an accident of probability but a masterpiece of Divine creation. Each genetic sequence, like a line of poetry, points to Allah’s infinite wisdom and power.

“Indeed, in the creation of the heavens and the earth, and the alternation of the night and the day, are signs for those of understanding.”

(Surah Aal-i-Imran, 3:190)

إِنَّ فِي خَلْقِ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافِ اللَّيْلِ وَالنَّهَارِ  
لَآيَاتٍ لِّأُولِي الْأَلْبَابِ

Life is a continuous sign of God’s will, a testament to the Creator’s infinite knowledge and power. Through the lens of 5D Thinking, we see life not as a product of chance but as a miraculous revelation of Divine intent.



## MICRORNAS: PRECISION OUT OF THE BLUE OR MASTERPIECE BY DESIGN?

*Ms Aisha Alowais*

***Welcome to the 'Breaking Science News through the 5D Lens' corner, your gateway to the latest scientific discoveries viewed from the perspective of 5D Thinking.***

This year's Nobel Prize in Physiology or Medicine honors Victor Ambros and Gary Ruvkun for their pioneering work on microRNAs—tiny genetic molecules that, as the scientists describe, “influence” gene expression. Through decades of research, they uncovered how these minuscule fragments of RNA seem to interact with messenger RNAs (mRNAs) to facilitate the production of proteins in alignment with the cell's designed needs and timing.

While the discovery has transformed molecular biology, it raises a profound question: how did such a precise and intricate system come to be? The secular narrative attributes this to “nature,” “evolution,” and even “serendipity.” But are we really to believe that these molecules, with their seemingly intentional roles in cellular processes, came to be through random, unguided events? Or does their existence point to something more splendid, a deliberate design by a Creator?

### MicroRNAs and Their Role in Design

MicroRNAs are described as “controlling” the translation of mRNAs into proteins, an essential process designed to maintain proper cell function and organismal health. MicroRNAs effectively “regulate” gene expression by seemingly binding on specific mRNAs. For example, they “prevent” mRNAs from translating into proteins when unnecessary, thus maintaining cellular balance.

But let's pause for a moment. Are these molecules actually “controlling” anything? Do they possess knowledge, awareness, or decision-making ability? They are not agents of control or choice but tools exquisitely designed to operate within a more extensive, purposeful system. Their actions may “seem” deliberate, but in reality, they are fulfilling the roles they were designed to perform.

Even scientists express awe at how microRNAs “regulate” with such precision. Victor Ambros remarked how astonishing it was that only 22 nucleotide bases could “precisely control” another gene's expression. The truth is that microRNAs do not control—the Creator meticulously designed them to perform these functions.



[Read the news article here.](#)

## Questioning Secular Terminologies

### 1. “Control”?

It's fascinating that microRNAs are described as “controlling” and “dictating” cellular processes. Are we to believe that these unconscious molecules have agency and decision-making skills? Or is it more logical to conclude that they were purposefully designed to carry out their roles with precision?

### 2. “Regulate”?

The idea that microRNAs “regulate” genes suggests they have an intrinsic ability to evaluate and make decisions. In truth, their regulatory function results from their structure, which reflects intentional design, not self-derived control.

### 3. “Evolution gave us microRNAs”?

How convenient to say that “evolution” provided this intricate system. Did evolution sit down with a molecular toolbox and program microRNAs to bind to mRNAs with complementary sequences? Such language obscures the reality that these systems were designed by Allah (Al-Khaliq, The Creator) with deliberate purpose.

### 4. “Nature surprises us”?

Scientists often say that discoveries like microRNAs came as a surprise from “nature.” But if these molecules result from nature's blind processes, how did they achieve such incredible precision? Isn't it more reasonable to recognize these mechanisms as evidence of a higher intelligence at work?

## Human Effort vs. Divine Creation

Ambros and Ruvkun's work demonstrates the incredible effort required to uncover the role of microRNAs. Decades of meticulous research, state-of-the-art labs, and collaboration among brilliant minds were necessary to understand what was already functioning flawlessly within cells.

If it takes years for humans to identify these mechanisms, how much greater must be the knowledge of Allah, who designed them effortlessly? Scientists can study and describe microRNAs, but they cannot create or replicate the system. This is because it was designed by Allah (Al-'Aleem, The All-Knowing), whose wisdom surpasses human comprehension.

“...And they will never encompass anything of His knowledge except what He wills...”

(Surah Al-Baqarah, 2:255)

... وَلَا يُحِيطُونَ بِشَيْءٍ مِّنْ عِلْمِهِ إِلَّا بِمَا شَاءَ ...

Even with the best tools and brightest minds, our understanding remains limited to what Allah allows us to discover. The effort required to comprehend microRNAs is a humbling reminder of our dependence on divine guidance and the infinite knowledge of the Creator.

## MicroRNAs as Signs of Unity in Creation

MicroRNAs are not isolated phenomena; their existence demonstrates the interconnectedness of life. From roundworms to humans, these molecules are devised to function consistently across diverse organisms, maintaining cellular harmony. This universality reflects the coherence and unity of Allah's creation, where all living things share foundational systems designed for balance and interdependence.

The microRNA system exemplifies Allah's name Al-Hakim (The All-Wise), as it integrates seamlessly into the larger framework of life. It also reflects Ar-Rahman (The Most Merciful), as these mechanisms are created to sustain life and protect against chaos.

The way microRNAs “regulate” multiple pathways simultaneously further underscores Allah's wisdom. These molecules were not designed to serve one function but to coordinate numerous processes, highlighting the intricate harmony within creation.

## Moral Lessons from MicroRNAs

1. Precision and Responsibility: MicroRNAs are designed to function with astonishing precision, ensuring that cellular processes occur at the right time and place. This teaches us the importance of being deliberate and responsible in our own actions, striving for balance and harmony in our lives.
2. Humility and Gratitude: The years of research required to uncover the function of microRNAs remind us of our limitations. We should approach knowledge with humility and gratitude, recognizing that every discovery is a sign of Allah's infinite wisdom.
3. Unity in Diversity: The universality of microRNA mechanisms across life forms teaches us the value of cooperation and interdependence. Just as microRNAs are crafted coordinate cellular harmony, we are reminded to foster unity and mutual support in our communities.
4. Reflecting on Allah's Mercy: The intricate design of microRNAs demonstrates Allah's mercy in creating systems that sustain and protect life. It encourages us to reflect on His generosity and strive to embody mercy in our own actions.

## Signs of the Creator in Every Discovery

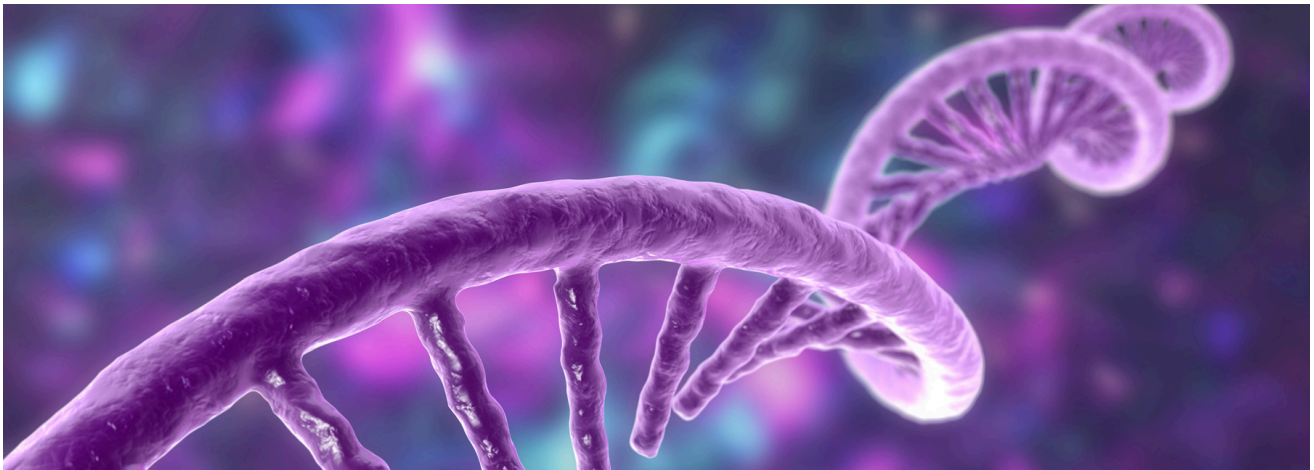
The discovery of microRNAs is a triumph of human perseverance and curiosity, yet it ultimately points to the Creator's wisdom and power. While scientists dedicate years to understanding a single mechanism, Allah (Al-Khaliq) designed these systems in their entirety, effortlessly and with purpose.

Let us celebrate the achievements of Ambros and Ruvkun while also acknowledging the true source of these mechanisms. MicroRNAs, like every aspect of creation, are signs of Allah's wisdom, urging us to reflect, marvel, and draw closer to Him.

"Indeed, in the creation of the heavens and the earth, and the alternation of the night and the day, and the ships that sail in the sea for the benefit of mankind, and the rain Allah sends down from the sky—giving life thereby to the earth after its lifelessness—are signs for people who reason."

(Surah Al-Baqarah, 2:164)

إِنَّ فِي خَلْقِ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافِ اللَّيْلِ وَالنَّهَارِ  
وَالْفَلَاقِ الَّتِي تَجْرِي فِي الْبَحْرِ يَمَا يَنْفَعُ النَّاسَ وَمَا أَنْزَلَ  
اللَّهُ مِنَ السَّمَاءِ مِنْ مَّاءٍ فَأَحْيَا بِهِ الْأَرْضَ بَعْدَ مَوْتِهَا  
وَبَثَّ فِيهَا مِنْ كُلِّ دَابَّةٍ وَتَصْرِيفِ الرِّيْحِ وَالسَّحَابِ  
الْمُسَخَّرِ بَيْنَ السَّمَاءِ وَالْأَرْضِ لَآيَاتٍ لِقَوْمٍ يَعْقِلُونَ





## THE 5D TEAM IN CALGARY, CANADA: CONFERENCE AND RETREAT

*Ms Uzma Ahmed*

### **ISAC Retreat for Educators**

On November 9th, educators from across Alberta gathered at Horizon Leadership Academy in Calgary to explore the integration of knowledge through the 5D Thinking Model. Hosted under the principal's leadership, Aasima Asrar, the retreat served as both a reflective and practical platform to address the hidden challenges of secularism in contemporary education.

The day was spent in thought-provoking lectures and interactive activities to explore how secular ideologies result in a disconnection from the Creator. Participants reflected deeply on reconnecting their understanding of science and education through the Islamic worldview.

Dr. Necati highlighted the problem of disconnection from the Creator and the widespread misconnection caused by secular interpretations of natural phenomena. He emphasized the need to reframe our understanding of the universe through the lens of divine purpose and harmony, challenging the reductionist view that attributes reality solely to nature, material causes, or chance.

Uzma Ahmed brought the 5D Thinking Model to life with an engaging session that showcased practical examples, including a fascinating exploration of the chameleon. Using this as a case study, she demonstrated how the 5D lens—encompassing analytical, analogical, critical, meditative, and moral thinking—can transform how educators teach and understand complex topics. Her examples illustrated how even a single phenomenon, such as the chameleon's remarkable features that change color, is a sign of the Creator's wisdom and purpose.

The retreat concluded with reflective activities that encouraged participants to consider how they could integrate the 5D Thinking Model into their teaching practices. The educators left the retreat inspired and equipped to identify hidden secularism in their classrooms, using the 5D model as a tool for holistic education that reconnects students with the Creator through the wonders of the universe.

### **ISAC Conference in Western Canada: A Call for God-Centered Education**

On a crisp November day in Calgary, Western Canada, the ISAC Conference unfolded at the Radisson Hotel, bringing together 200 educators nationwide. With attendees representing diverse institutions and perspectives, the event set the stage for meaningful dialogue about the challenges and opportunities in reimagining education.

Dr. Necati Aydin delivered the keynote address, captivating the audience with his incisive critique of the secular worldview. He described how the secular perspective, which prioritizes material power and detaches humanity from its Creator, has corrupted societal values and education systems. He argued that this worldview fosters disconnection—both from the Creator and the deeper meaning of existence—and leads to widespread despair and purposelessness in modern society.

Dr. Aydin emphasized that the solution lies in desecularizing education and returning to a God-centered approach. He proposed the 5D Thinking Model as a way to reconnection with the Creator to lift humanity from the misery and discontent we face today. Such an approach, he explained, not only enriches the learning experience but also instills a sense of purpose and moral responsibility in students.



The second keynote by Uzma Ahmed, Palestine in our hearts, drew a powerful connection between humanity's disconnection from Allah and the pervasive influence of the secular worldview. She argued that a secular worldview normalizes oppression, silences the truth, and justifies atrocities. The current state of global affairs, especially the silence of international systems and governments in the face of genocide, is a glaring example of how secular ideology corrupts humanity's sense of justice and accountability.

Drawing inspiration from a Qur'anic verse, she linked the genocide in Palestine to the global acceptance of falsehoods that prioritize material gains over divine principles of justice and mercy.

And declare, "The truth has come, and falsehood has vanished. Indeed, falsehood is bound to  
".vanish

Surah Al Isra:81

وَقُلْ جَاءَ الْحَقُّ وَرَهَقَ الْبُطْلُ إِنَّ الْبُطْلَ كَانَ زَهُوقًا

Uzma's message was a call for educators to reclaim the narrative by integrating the truth of Islam into their teachings, fostering a generation that recognizes and acts upon divine guidance to identify and resist falsehood and work toward the liberation of oppressed peoples worldwide.

### **Breakout Session: Presentation on the 5D Thinking Model**

In their joint presentation, Dr. Aydin and Uzma Ahmed explored the 5D Thinking Model by examining the butterfly's life cycle through a desecularized lens. They demonstrated how the butterfly's metamorphosis—its transition from egg to caterpillar, chrysalis, and finally to a fully-formed butterfly—is not merely a sequence of biological processes driven by chance or material causes. Instead, they highlighted it as a purposeful and awe-inspiring sign of the Creator's wisdom, artistry, and power. By using the 5D framework, they guided participants to analyze the process scientifically (analytical thinking), draw analogies (analogical thinking), critically question the secular reduction of such phenomena to mere natural processes (critical thinking), meditate on the Creator's attributes, such as Al-Khaliq (The Creator) and Al-Hakeem (The All-Wise), reflected in this cycle (meditative thinking), and derive moral lessons of transformation, growth, and patience (moral thinking).

Educators warmly received the 5D Thinking Model, and many participants expressed how the model deepened their appreciation for the interconnectedness and purpose evident in the natural world while offering practical tools to desecularize their teaching.

The ISAC Conference in Western Canada was a call to action. It reminded educators of their vital role in shaping a generation that recognizes the Creator's presence in all aspects of life. The conference emphasized the need for a transformative shift in education across Canada by challenging the dominance of secular ideologies and embracing a faith-integrated approach.





## 5D THINKING FOR TRANSFORMATIVE TEACHING LEVEL 1 COURSES

*Ms Nadine Kamal*

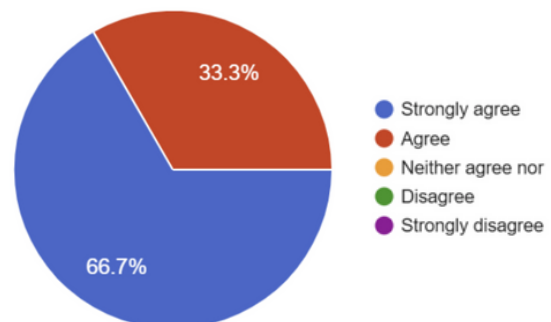
Since June 2024, The 5D Teacher Thinking Essentials Program (Level 1) has been conducted online for educators around the world. Organized by the Institute of Integrated Knowledge in Hartford, USA, the program features lectures by Dr. Necati Aydin, Ms. Uzma Ahmed, Dr. Saba Ansari, and Ms. Nadine Kamal. It offers an in-depth exploration of the 5D Thinking Model, focusing on practical applications to reshape traditional secular approaches to science by promoting an understanding rooted in pure science.

The latest Cohort 7, held in October, brought together 34 educators from schools and colleges across Canada, Malaysia, Nigeria, South Africa, Singapore, and India, all eager to explore this groundbreaking teaching methodology that provides innovative classroom tools.

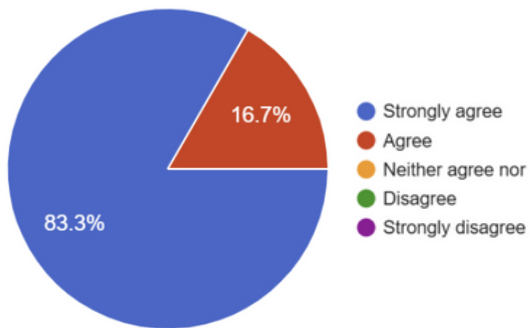
Participants delved into the heart of ideology-driven science education, gaining new insights into epistemology, worldview formation, and a holistic framework for understanding. The program critically examined current educational system challenges, highlighting the transformative potential of the 5D methodology through lectures such as “De-secularization of the Butterfly,” “The Why, What, and How of 5D Thinking,” “The Secular Trios,” and “Reading the Signs: Reflecting on the Divine Names.” The participants were eager to unlearn and relearn through guided inquiry and exploration.

With engaging activities like interactive Kahoot quizzes and sessions focused on 5D writing skills, participants expressed appreciation for the fresh insights and practical tools provided, noting that the program addressed critical challenges they face in education. The program's relevance was clear, meeting a real need for innovative teaching approaches that foster a deeper, more meaningful understanding of science, as can be seen in the post-training survey.

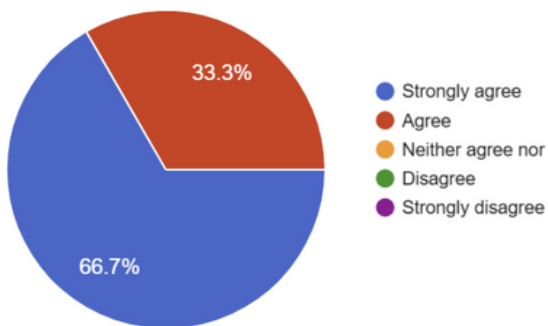
I now think that it is possible to learn/teach science through a holistic and integrative approach such as the 5D Thinking model.



I now think that we can derive moral/character lessons from scientific knowledge of the universe.



I now think that 5D thinking program offers unique approaches to problems of modern societies.



## Testimonials

“I have gained a fresh perspective on integrating knowledge with an Islamic viewpoint on the sciences. This course has provided me with new insights into designing a science-based curriculum for early childhood education that incorporates Islamic principles.” - **Asma'u Abubakar, Nigeria (Ms. Rasheedah)**

“In my opinion, the 5D thinking program is beneficial for teaching students how to connect with the Creator in every aspect of our lives. Instead of ignoring the Creator in our understanding of learning, this program encourages us to integrate that connection into everything. These methods are new to me. While I have tried to connect everything to Allah in my teaching, I found that this approach was not enough. The program provides a more concise and detailed way of addressing these concepts.” - **Anonymous**

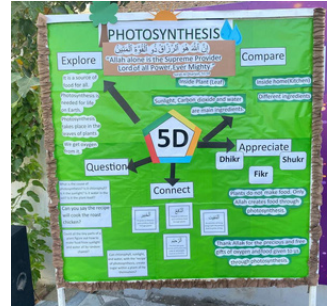




## HOUSE OF WISDOM: YOUNG SCIENTISTS SHINE IN ASSEMBLY PRESENTATIONS

*Ms Uzma Ahmed*

The students of House of Wisdom, a 5D school in Pakistan, showcased their impressive learning during a recent assembly where they presented exciting science topics. The assembly reflected the school's commitment to integrating the 5D Thinking Model for the last two years under the leadership of Dr. Fareehah Khalid.



Under the guidance of Ms. Rimsha Naeem, Grade 3 students explored the fascinating comparison between fish and submarines. The students used analogical thinking to highlight the design of fish, such as streamlined bodies and fins. They compared these features to the human-engineered mechanisms of submarines, such as propellers and ballast tanks.

Led by Ms. Esha tu Razia, Grade 4 students delved into the wonders of photosynthesis. Through meditative thinking, they emphasized the interconnectedness of all living things. They concluded with the moral lesson of being grateful for the intricate systems that bring food and oxygen, encouraging everyone to care for the environment.





## GAIS 3RD ANNUAL SESSION IN KUALA LUMPUR: A GLOBAL CONVERGENCE OF ISLAMIC EDUCATORS

*Ms. Uzma Ahmed*

The Global Association of Islamic Schools (GAIS) convened its 3rd annual session from September 30 to October 3 in Kuala Lumpur, Malaysia, uniting 300 educators from across the globe, driven by a shared commitment to advancing Islamic education and contributing to the intellectual revival of the Ummah. Through a dynamic array of workshops, discussions, and presentations, the event highlighted groundbreaking approaches to nurturing and inspiring students in alignment with Islamic values and pedagogical principles.

### 5D Thinking Team's Contribution

A key feature of the conference was the presentation by the 5D Thinking team. Dr. Necati delivered a compelling address on the pervasive challenges of secularism, disconnection, and misconceptions in contemporary education, underscoring the need for robust integration of spiritual and moral dimensions within educational frameworks.

Uzma Ahmed illustrated this integration in action by presenting the desecularized interpretation of the butterfly life cycle through the 5D model. Her presentation received enthusiastic feedback, with attendees praising the model's practical, holistic approach to reconnecting students with a spiritually anchored understanding of natural phenomena.

Throughout the three-day event, the 5D team hosted an interactive stall that became a focal point for educators interested in exploring the model further. Engaging conversations unfolded, with educators eager to understand how to incorporate 5D Thinking into their own classrooms and schools.



On the final day, participants were invited to visit the International Islamic University Malaysia (IIUM), where they met with the Education Kulliyah Faculty, strengthening bonds and laying the foundation for future collaborations.

The GAIS event provided a platform for effectively conveying the distinctive approach to character-based learning rooted in Islamic principles and positioned the 5D Thinking Model at the forefront of transformative Islamic pedagogy.



## Revolutionizing Education in Malaysia: The Transformative Journey of 5D Thinking Champions

*Ms. Rasheeda Zakariyah*

In August 2024, Rasheedah Zakariya, Mohammad Ridzuan, Hafidh, and Zaim Zamri embarked on an extraordinary educational journey in Istanbul, attending the 'Second Transformative Teaching Workshop'. They earned Level 1 and Level 2 certifications in 5D Thinking. Armed with this cutting-edge methodology, the Malaysian team returned home with one mission: to spark a movement.

And spark they did! Within weeks of their return, Rasheedah, Ridzuan, Hafidh, and Zaim hosted an engaging introductory session, introducing the 5D Thinking model to educators and thought leaders eager to reshape learning in Malaysia.

All three took turns in sharing the unique angle of the 5D Thinking Model. Their energy and vision were infectious, leaving participants inspired to rethink education as a dynamic, holistic experience and wanting more. The Malaysia team then prepared the ground for the arrival of the 5D Team for an onsite workshop.

### Program Outline: A Day of Insightful Learning and Interactive Sessions

On September 28th, 2024, Dr. Necati Aydin, Vice President of the Institute of Integrated Knowledge, and Ms. Uzma Ahmed, Director of Education and Training, offered participants an in-depth look at the model with practical examples.

Dr. Necati led participants in a thought-provoking brain exercise, followed by a session entitled 'Separation of The Creator from Creation.' He asserted that the root of the problem in modern education is secularism. Participants were brought to reflect on their current practice, where the discussion of The Creator is absent in science lessons. Even if God was mentioned, the secular ideas are still present.

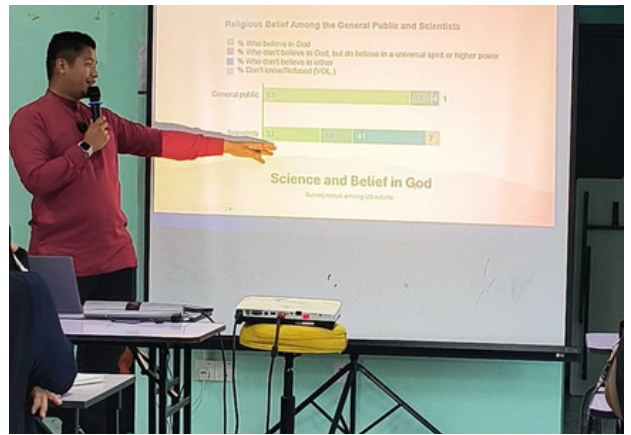
Ms. Uzma Ahmed presented how hidden secular ideas can be spotted through the 5D Thinking lens. In this interactive activity, 'Identify Hidden Secularism,' participants were guided to recognize subtle secular influences within educational content. The workshop progressed to the topic 'Desecularization of Butterfly Life Cycle,' an insightful session, a case study to demonstrate how educators can teach in ways that connect to the Creator. The last topic was facilitated by Dr. Necati - 'Why, What, How of 5D Thinking.' He outlined the fundamentals of 5D Thinking.





Ms. Uzma conducted a hands-on session where participants were encouraged to develop their own 5D Thinking topic, exploring how to apply the five dimensions to specific areas of interest.

Participants worked in groups to write on their chosen 5D topics and then presented their ideas, receiving constructive feedback from the instructors. This collaborative exercise emphasized the importance of reflection, feedback, and continuous learning. Participants left with a sense of accomplishment and inspiration to carry the principles of 5D Thinking into their educational practices.



Building on the momentum of success, the team took the lead in coordinating a Level 1 5D Thinking Hybrid Course currently running online, which will conclude with an in-person one-day session on 25th January in KL, Malaysia.

### The Road Ahead: Expanding 5D Thinking in Malaysia

The Introductory Workshop has set a strong foundation for future events, with plans underway for additional workshops and more comprehensive sessions. As more educators in Malaysia embrace this innovative approach, the hope is that 5D Thinking will continue to enrich the educational landscape, promoting a systematic, transformative, tawhidic approach to knowledge.

Those who missed this workshop, whether you're an educator, a learner, a parent, or simply love to learn, should consider attending a future workshop. The 5D Thinking community is growing, and its doors are open to all who want to learn how to read the universe like an elegant book and develop sound character.

Register [here](#) to express your interest in physical training by Dr. Necati Aydin in January 2025 in Kuala Lumpur.

For further information please contact:  
[uzma@5dthinking.org](mailto:uzma@5dthinking.org) or  
[team5dtmalaysia@gmail.com](mailto:team5dtmalaysia@gmail.com)



## BEYOND THE BLUE: DISCOVERING THE CREATOR IN PEYTO LAKE'S SPLENDOR

*Ms. Uzma Ahmed*

Nestled within the heart of Banff National Park, Peyto Lake is a masterpiece of striking blue waters, surrounded by majestic peaks and dense forests. It's no wonder this iconic lake has captured the admiration of countless visitors. Named after Bill Peyto, one of Banff National Park's first wardens it is renowned for its almost surreal turquoise hue, a beauty that draws thousands each year to marvel at its splendor.

At the viewing platform overlooking Peyto Lake, an informational board explains the science behind its mesmerizing turquoise color. It describes how the glacier grinds rock into fine particles, known as 'rock flour', which are carried into the lake. These tiny particles remain suspended in the water and refract sunlight, thus causing the lake's iconic blue hue. While this explanation captures the mechanics behind the phenomenon, it leaves a deeper question unanswered: why do these unconscious processes combine in such harmony to produce a sight of such breathtaking beauty?

The glacier, an unfeeling mass of ice, and the light, an unthinking entity, seem to act as if choreographed, working together to create an awe-inspiring visual masterpiece. But can such a marvel truly be caused by the refraction of light?

The idea of material causes in explaining Lake Peyto's vibrant blue waters is rooted in a secular framework because it attributes the lake's beauty solely to physical processes, such as the grinding of the glacier bringing rock flour and the refraction of light on it through the water. This explanation gives agency to the glacier, light, and water. Focusing purely on material causes fails to acknowledge the underlying wisdom and artistry that orchestrates such intricate systems, leaving no room for the recognition of a Creator who purposefully designs beauty to inspire awe and reflection.

The beautiful Peyto Lake invites us to ponder the presence of a Creator, who is Al-Jameel (The Beautiful) and Al-Mutakabbir (The Supreme). It is He who designs such wonders, harmonizing every element of his creation to reflect beauty and inspire awe.





### **Banff National Park: A Canvas of Divine Beauty**

Peyto Lake is but one example of the magnificence spread across Banff National Park. With its towering mountains, serene forests, and pristine lakes, the park offers an endless array of signs pointing to a Creator whose artistry knows no bounds. Every vista, from the emerald waters of Lake Louise to the sweeping valleys, is a reminder of a beauty that originates from Al-Bari (The Originator) and Al-Musawwir (The Fashioner).

Traveling along the Icefields Parkway, where Peyto Lake is a must-stop destination, is itself a humbling experience. The road winds through some of the most stunning landscapes in Canada, offering glimpses of towering glaciers, cascading waterfalls, and expansive ice fields. Each turn in the road presents a new wonder, urging us to pause and reflect on the grandeur of creation. It is as if every element whispers the names of its Maker, calling us to recognize the purpose behind their intricate design.

### **A Reflection on the Purpose of Beauty**

The stunning blue of Peyto Lake is not a trick of light; it is a purposeful reminder of a Creator who places beauty in the world to remind us of his existence.

This beauty is not random but a reflection of Al-Jameel's attribute, who loves beauty and embeds it in His creation as a sign for those who ponder. The precise harmony of the glacier, the flour dust, the water, and the light speaks of Al-Hakeem (The All-Wise), whose wisdom ensures that every detail of creation serves a purpose.

Standing at the viewpoint overlooking Peyto Lake, one cannot help but feel small in the presence of such magnificence. It reminds us of Al-Mutakabbir, the Supreme Creator, whose greatness is reflected in the vastness and splendor of His works. The Icefields Parkway, stretching through this majestic wilderness, becomes more than a scenic route—it becomes a journey of reflection, a road that reminds us of our place in the universe and the Creator who made it all.

Banff National Park, with its breathtaking landscapes and serene vistas, stands as a testament to Al-Jameel, Al-Mutakabbir, and Al-Hakeem—a reminder of the signs placed in the universe for those willing to see beyond the surface.





## *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.

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- **Word Limit:** Aim for 500-1500 words, though we're flexible for compelling pieces.

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DEC - JAN

**30th Dec 4th Jan**

**4th Transformative  
teaching workshop**

*Turkiye*

OCT - JAN

**25**

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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

Dr. Saba Ansari



### Graphic Designer

Said Duran



### Motion Designer

Mustafa Oztas



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