

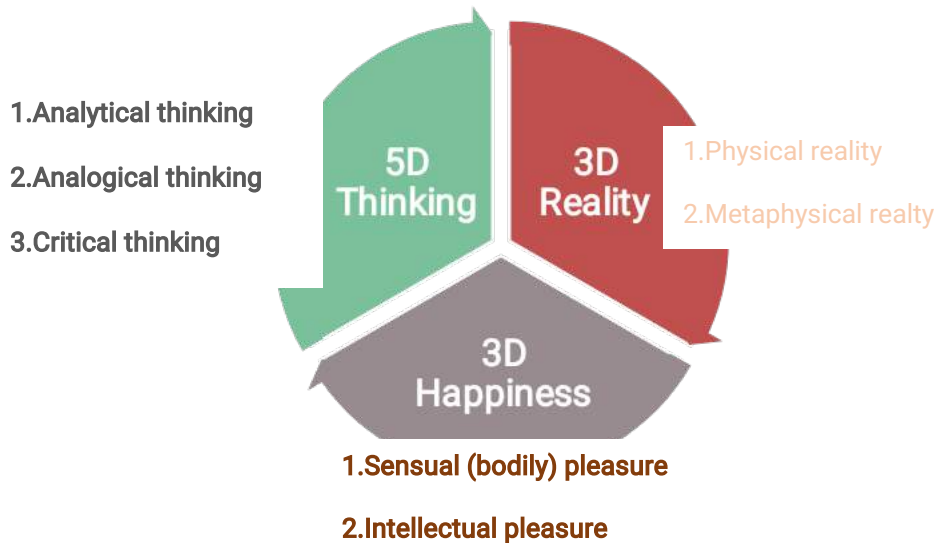
# **Strong Belief & Sound Character through Science and Islam: 5D Thinking Approach 11-15 January 2020**

**Link for Registration:**

**[https://docs.google.com/forms/d/e/1FAIpQLSf9-3odF9hRrxrpU51cDGEBceFZEtLVQ6LKPDLkyi87\\_H054\\_A/viewform?vc=0&c=0&w=1&flr=0&usp=mail\\_form\\_link](https://docs.google.com/forms/d/e/1FAIpQLSf9-3odF9hRrxrpU51cDGEBceFZEtLVQ6LKPDLkyi87_H054_A/viewform?vc=0&c=0&w=1&flr=0&usp=mail_form_link)**

## **Objectives:**

The program aims to provide a new perspective through the five-dimensional (5D) thinking approach to derive character lessons from existing scientific knowledge. The program is designed to train teacher on how to use 5D thinking approach as a novel epistemological and pedagogical way in teaching science to read the book of the universe. This new approach will add new dimensions to existing one dimensional scientific knowledge. Each dimension is designed to give the student a new insight first into an understanding of the scientific approach to the cosmos, which will help develop good attitudes towards both scientific knowledge and its object that is our universe. As shown in the diagram below, the program is expected to provide 5D thinking which works like 5D glasses showing multi-dimensions of the reality and pleasure of life:



The program aims to cover certain character traits such as industriousness, persistence, patience, humility, honesty, compassion, self-confidence, self-worth, regard for others. Those character traits will be taught through lessons derived from scientific knowledge. They will be reinforced through relevant citations from the Quran and hadiths. Upon successful completion of the program, the participants are expected to develop sound epistemological understanding of Islamic epistemology and worldview in compared to the Westerner counterparts and to learn how to develop educational materials using 5D thinking approach based on the Islamic worldview.

## 5D Thinking Approach

5D Thinking model is developed based on Said Nursi's mana-i harfi concept. The model assumes that God speaks through His words in various revelations and through His works in His creative acts in the universe. It aims to derive God's character lessons embedded in scientific studies of the universe. It will link Divine acts manifested in the universe to various Divine names and attributes.

The "5D thinking" approach provides a holistic vision to see science and religion as expressions of a single reality. The 5D thinking consists of the following thinking dimensions:

The first dimension (analytical/scientific thinking) demonstrates how to filter embedded atheistic ideology from modern scientific knowledge. It explores a particular cosmic phenomenon based on scientific understanding without ascribing the ultimate reality to material causes, nature, or chance.

The second dimension (analogical thinking) compares and contrasts the observed

phenomena in the cosmos with human-made phenomena for better comprehension. This dimension is based on the phenomenological approach, assuming that the knowledge of the self is the key to learn everything else. It provides a useful analogy that helps readers learn and interpret unknown phenomena through their knowledge of known phenomena.

The third dimension (critical thinking) helps readers question how the observed phenomena might have come into existence. Through critical thinking, it encourages readers to question material causes, natural properties and chance as possible sources of our observed reality. It aims to guide readers beyond material causation and natural properties to pursue hidden realities.

The fourth dimension (meditative thinking) helps readers seek the Maker of the observed phenomena and understand the hidden messages/meanings of His acts. It makes an argument that given the interconnectivity of everything in the universe, the Maker of one thing is the Maker of everything. It also shows how to read God's knowledge by reflecting on His works in the universe like a meaningful book.

The fifth dimension (moral thinking) encourages readers to reflect on the benefits of the observed phenomena and emphasizes how everything is custom-made for a specific beneficial outcome. It encourages readers to reflect on God's creation as a unique and precious gift for them and/or others. It guides them on how to derive character lessons from the observed phenomena as a result of the contemplation included in the previous dimensions. It invites them to feel sincere appreciation for the special gifts granted by the Most Merciful and Most Kind. It encourages them to show kindness to others through good character.

In short, the program through 5D thinking approach aims to train teachers on how to develop positive views of science from a holistic perspective, as a means for deriving better character lessons. It will show how to gain those lessons by studying the universe for both instrumental and meditative knowledge.

## **5D Thinking Teacher Training Curriculum**

The training program consists of two parts. The part one will introduce epistemological, ontological, and phenomenological foundations of 5D thinking approach. The part two will provide practical guide and applications of 5D thinking approach.

### **Part I: Foundations of 5D thinking**

#### **Session 1: Secular Ideology and Modern Science**

##### **Learning Objectives:**

- Cover the problem of secularizing various aspects of contemporary knowledge.
- Review the evolving thoughts of Nursi on science and faith.
- Discuss Nursi's place among great eastern and western thinkers who consider ideology-laden, secularized knowledge to be the root cause of malaise in modern societies.

## **Session 2: Mana-i ismi, mana-i harfi and modern science**

### **Learning Objectives:**

- Define four key Nursian concepts of mana-i harfi, mana-i ismi, nazaar, and niyaah
- Discuss the relationship of those concepts
- Learn how to identify embedded ideology in modern science through the concept of mana-i ismi
- Learn how to use mana-i harfi as a language of beings

## **Session 3a: The Universe as a Gallery of Divine Art: Said Nursi's 'theology of Divine names'**

- acquaint students with the notion of creation as the place in which God is 'hidden in plain sight';
- understand the names of God as 'the pillars that hold up the cosmos';
- familiarise students with Said Nursi's conceptualisation of the creation as a book that is to be read;
- understand the importance of the names of God as hermeneutical keys which unlock the meaning of existence.

## **Session 3b: Is the rose beautiful or is it created beautifully?**

### **Learning Objectives:**

- To learn to identify the 'self-referential' and the 'Other-indicative' in writing and in the spoken word;
- to be able to explain lucidly and in full the nature and significance of the self-referential/Other-indicative binary,
- and to account for its significance in Nursian thought.

## **Session 4: Epistemology, Objectivity, and Scientific Knowledge**

### **Learning Objectives:**

- Explore how do we know what we know (epistemology)
- Compare Islamic and Secular epistemology
- Discuss different types of truth and objectivity of science
- Explore certainty and evidence in transcendental truth

### **Session 5: Tawhidi vs. Secular Worldview**

#### **Learning Objectives:**

- Discuss formation of worldview and its importance in gaining knowledge
- Investigate the relationship between knowledge and worldview formation.
- Compare secular and Tawhīdī (holistic) worldviews in terms of their corresponding phenomenology, ontology, epistemology, teleology, anthropology, and axiology.

### **Session 6: Phenomenological Approach and Anah (the conscious self)**

#### **Learning Objectives:**

- Compare and contrast Nursi's concept and use of ana (self) with the phenomenological concepts and method.
- Elaborate on the meaning of beings and life from secular and Tawhidi perspectives
- Explore how each language leads to different worldviews and worldly aspirations.
- Discuss the relationship between the secularization of the mind and life.

## **Part II: Practical Guide and Application of 5D thinking approach**

### **Session 7: 5D thinking approach for mana-i harfi perspective**

#### **Learning Objectives:**

- Define 5D thinking approach along its five components
- Give examples for each dimension of 5D thinking

- Establish relationship between 5D thinking approach, mana-i harfi, niyyah, and nazaar
- Discuss the importance of 5D thinking approach for new understanding of science and character development

## **Session 8: 5D Thinking of the Human Brain**

### **Learning Objectives:**

1. Explore basic scientific knowledge about how the brain works
2. Compare the brain to a computer processor to better comprehend the brain through analogy
3. Engage in critical thinking in terms of understanding the necessary conditions for the emergence of the brain vs. computer processor
4. Arrive to logical conclusion about the Maker of the brain along His manifested messages in His act of creating the brain
5. Reflect on the value of the brain as a special gift from the Most- Kind and respond with good character

## **Session 9: 5D Thinking of The Brain and Nervous System**

### **Learning Objectives:**

1. Explore basic scientific knowledge about how the nervous system works
2. Compare the nervous system the nervous system to the sensors found in a man-made street light system or in our smart devices to better comprehend the nervous system through analogy
3. Engage in critical thinking in terms of understanding the necessary conditions for the emergence of the nervous system vs. man-made sensors
4. Arrive to logical conclusion about the Maker of the nervous system along His manifested messages in His act of creating the nervous system
5. Reflect on the value of the nervous system as a special gift from the Most- Kind and respond with good character

## **Session 10: 5D Thinking of The Brain and Memory**

### **Learning Objectives:**

1. Explore basic scientific knowledge about how the human memory works

2. Compare the human memory to man-made memory storage devices to better comprehend the memory through analogy
3. Engage in critical thinking in terms of understanding the necessary conditions for the emergence of the memory vs. man-made memory storage devices
4. Arrive to logical conclusion about the Maker of the memory along His manifested messages in His act of creating the memory
5. Reflect on the value of the memory as a special gift from the Most- Kind and respond with good character

## **Session 11: 5D Thinking of The Brain and Learning**

### **Learning Objectives:**

1. Explore basic scientific knowledge about how the learning takes place in the brain
2. Compare human learning to machine learning (artificial intelligence) to better comprehend the learning through analogy
3. Engage in critical thinking in terms of understanding the necessary conditions for the emergence of the human learning vs. artificial intelligence
4. Arrive to logical conclusion about the Maker of the learning brain along His manifested messages in His act of creating the learning brain
5. Reflect on the value of the learning brain as a special gift from the Most- Kind and respond with good character

# Program Schedule

## (5 Days and 20 Hours / 11:00-16:00 Everyday)

### Day 1 / January 11th 2021 (Monday)

Session 1 (2 hours) by Dr.Necati Aydin

Session 2 (2 hours) by Dr.Necati Aydin

### Day 2 / January 12th 2021 (Tuesday)

Session 4 (2 hours) Dr.Alparslan Acikgenc

Session 3 a (1 hour) Dr.Colin Turner

Session 3 b (1 hour) Dr.Colin Turner

### Day 3 / January 13th 2021 (Wednesday)

Session 5 (2 hours) Dr.Alparslan Acikgenc

Session 6 (2 hours) by Dr.Necati Aydin

### Day 4 / January 14th 2021 (Thursday)

Session 7 (2 hours) by Dr.Necati Aydin

Session 8 (2 hours) by Dr.Necati Aydin

### Day 5 / January 15th 2021 (Friday)

Session 9 (2 hours) by Dr.Necati Aydin

Session 10 (1 hour) by Dr.Necati Aydin

Session 11 (1 hour) by Dr.Necati Aydin



## Short Bios of Instructors

### **Dr. Alparslan Acikgenç** (President of Nursi Society)

Dr. Aıkgen holds a Ph. D. from the University of Chicago. His main interest of research is the history of scientific traditions of diverse civilizations, primarily Islamic and Western. He wrote a number of books and articles on religion and science, particularly on epistemology and sociology of science. His most recent work, **Islamic Scientific Tradition in History** (Kuala Lumpur, 2014) won the national science book award of Malaysia for the year 2014. Currently Dr. Aıkgen is the president of Asian Philosophical Association and a member of Turkish Academy of Sciences.

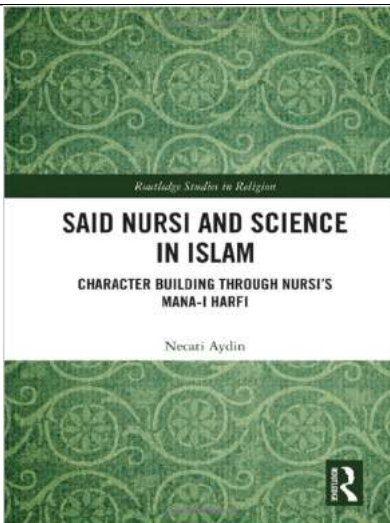
### **Dr. Necati Aydin** (Vice President of Nursi Society)

Dr. Necati Aydin is a professor of economics exploring wellbeing and moral economy from a multi-disciplinary perspective. He has two doctoral degrees, one in education and the other in economics. He worked as a researcher in the USA for a decade completing over forty research projects before embarking on his academic career. He has authored nine books, translated two, co-authored three books, and published many peer-reviewed articles. He has published several articles within the Islamic moral economy based on Nursi's writings. Last year, he published a book through Routledge titled as "**Said Nursi and Science in Islam, Character Building through Mana-i Harfi Approach**". He is also a recent book titled "3D of Happiness: Pleasure, Meaning, and Spirituality". He is the project leader of science workbook series based on the mana-i harfi approach. He is the founding member of Nursi Society. He currently serves as Vice President of the Society.

### **Dr. Colin Turner** (Ph.D. in Islamic Studies), Professor (retired) of Islamic Thought, Durham University, UK

Dr. Turner is Director at International Foundation for Muslim Theology. He taught for over twenty years several courses on Islam at Durham University. Though his research covers a wide range of topics such as Muslim theology and philosophy, the history of Muslim political thought, Sufi spirituality, the Qur'an and Qur'anic exegesis, he recently focuses on the life and works of Said Nursi. In addition to several journal articles, conference papers, and book chapters, he authored the following books on Nursi: **Makers of Islamic Civilization: Said Nursi**. Oxford: Oxford University Press, 2009; **Qur'an Revealed: A Critical Analysis of Said Nursi's Epistles of Light**, 2013.

## Recommended Books

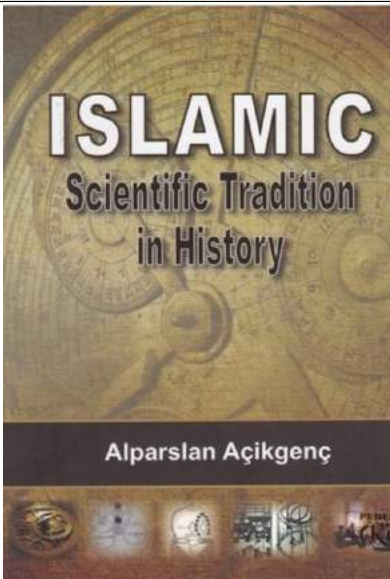


This book examines how the prominent Muslim scholar Said Nursi developed an integrative approach to faith and science known as "the other indicative" (*mana-i harfi*) and explores how his aim to reconcile two academic disciplines, often at odds with one another, could be useful in an educational context.

The book opens by examining Nursi's evolving thought with regards to secular ideology and modern science. It then utilizes the *mana-i harfi* approach to address a number of issues, including truth and certainty, the relationship between knowledge and worldview formation, and the meaning of beings and life. Finally, it offers a seven-dimensional knowledge approach to derive meaning and build good character through understanding scientific knowledge in the *mana-i harfi* perspective.

This book offers a unique perspective on one of recent Islam's most influential figures, and also offers suggestions for teaching religion and science in a more nuanced way. It is, therefore, a great resource for scholars of Islam, religion and science, Middle East studies, and

educational studies. For more info, please click [here](#).

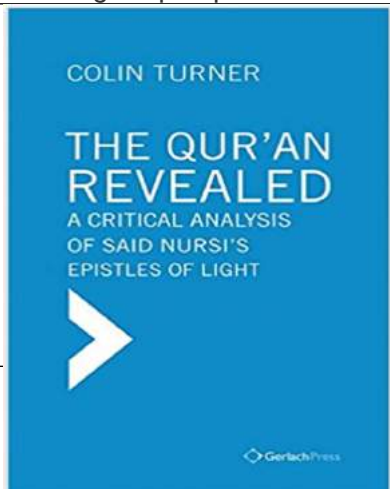


This work is a scholarly blend of history and philosophy. Its main objective is to place the history of science and philosophy in Islamic civilization into a proper historical perspective. Attempting to provide a framework of history, this book aims at developing tools by which the history of Islamic science and philosophy can be properly examined and identified. To adequately carry out of task, the author argues that we need an epistemology of science that must be extracted from history.

In short, this piece aspires to re-establish the historical framework of Islamic science tradition. 'Science' and 'scientific' here are not to be understood exclusively as referring to empirical or experimental disciplines dealing with the physical phenomena, but rather, more inclusively, they portray a systematic and formulated knowledge of a specified subject.

The work is original in the sense that it offers a new framework for the history of science in Islamic civilization, which is interestingly applicable to other civilizations as well. It is an investigation into the nature of a scientific tradition not only from the historical perspective, but from the philosophical (epistemological) and

sociological perspective as well. For more info, please click [here](#).



The Qur'an Revealed is a landmark publication in the history of Islamic studies, providing for the first time a comprehensive critical analysis of Bediuzzaman Said Nursi's 6000-page work of Quranic exegesis, The Epistles of Light.

In discussing a wide range of themes, from Divine unity to causation, from love to spirituality, from prophethood to civilization and politics, Colin Turner invites the reader into Nursi's conceptual universe, presenting the teachings of arguably the Muslim world's most understudied theologian in a language that is accessible to both expert and interested layperson alike.

The book provides an entryway to Nursi's works for those who

cannot read him in the original Turkish and also makes an effort to situate his thoughts in the broader intellectual traditions of Islam. For more info, please click [here](#)