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Cultivating Global Citizenship: A Post-Positivist Framework for NFC-Integrated E-Learning in Thailand

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Abstract

This study investigates how integrating a Near Field Communication (NFC)-enabled digital board supports active civic and religious learning among Grade 5 students in Thailand. Grounded in constructivist and project-based learning (PBL) theories, the research conceptualizes the learning space as a dynamic socio-technical environment where students construct knowledge through authentic interactions with digital media. Using an action research methodology (Plan–Act–Observe–Reflect), the study engaged 40 students in a technology-enhanced experience designed to promote global citizenship, intercultural understanding, and religious tolerance. Data were collected via pre- and post-tests, digital artifacts, observations, and surveys, then analyzed using mixed methods.

The findings reveal a transformative process where students evolved from passive recipients to active knowledge co-creators. The NFC-integrated ecosystem encouraged learners to critically engage with religious diversity and civic responsibilities. Results indicate significant improvements in academic achievement, digital literacy, collaborative skills, and global citizenship awareness. Furthermore, students demonstrated enhanced critical thinking and respectful engagement with diverse perspectives.

Ultimately, this study proposes a process-oriented framework for technology-integrated civic education that moves beyond mere technology adoption. By combining NFC, PBL, and learner-generated content, the framework cultivates future-ready learners with twenty-first-century competencies, offering a context-responsive model to inform educators and policymakers in creating globally oriented learning environments.

Keywords: Global Citizenship Education; Digital Citizenship; NFC Technology; E-Learning; Project-Based Learning; Educational Innovation; Post-Positivism