

# Augmenting Teacher Professional Development on the Thai-Myanmar border through CoMOOCs

Gabi Witthaus & Sam San

Presentation for GRP Myanmar Briefing  
28 April 2026



Participants at Training of Trainers workshop (InEd, 2025)

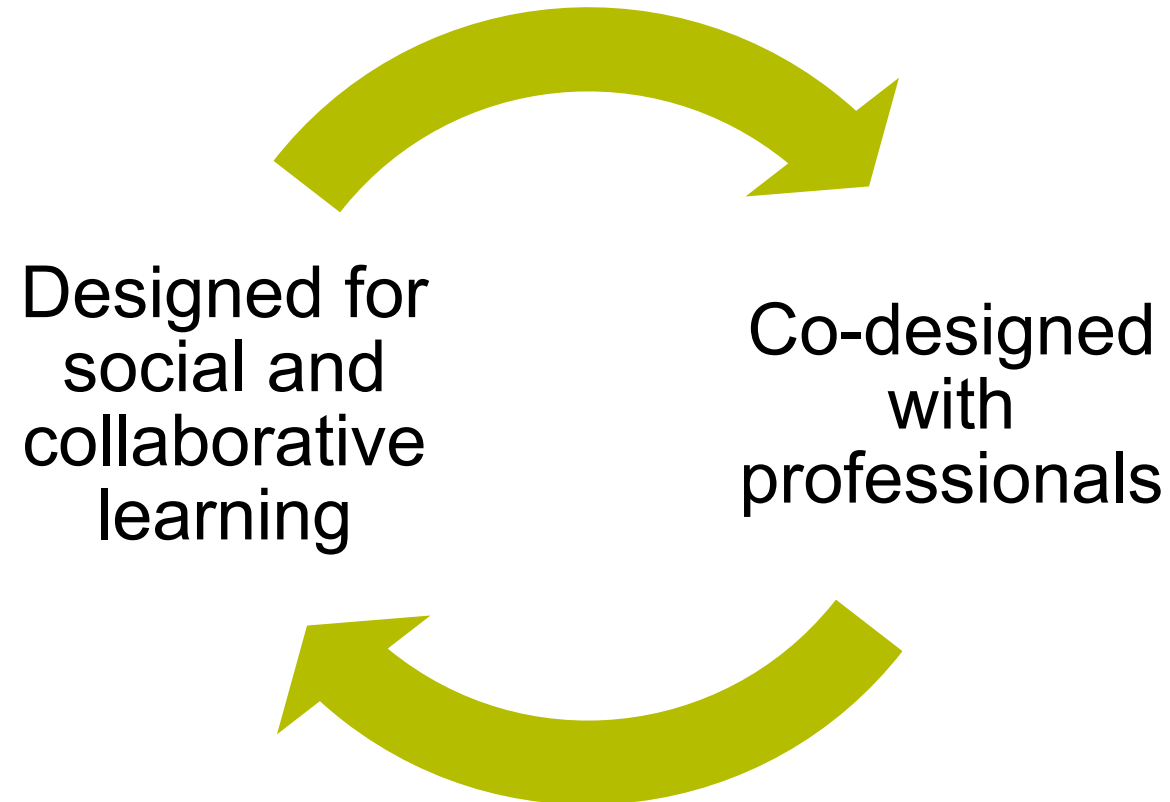
# The need for teacher professional development



A classroom in a Karenni refugee camp. Image by Inclusive Education Foundation (InEd), 2024

- Mass displacement causes shortages of trained teachers
- Newly recruited teachers need professional development
- Teachers face complex pedagogical challenges while teaching conflict-affected children
- Teachers desire recognised qualifications

# CoMOOC: Co-designed Massive Open Online Collaboration





Co-design workshop in Mae Sot. Images by Gabi Witthaus, CC BY

Co-designed for the Thai-Myanmar border setting  
and a global audience

# CoMOOC content – topics relevant to teachers in contexts of conflict and crisis



**The holistic wellbeing of a teacher**



**The collective challenges described by teachers**



**A diverse classroom in the Thai-Myanmar border**



# Designed for multiple modalities

## Understanding Education in Conflict and Crisis Settings

Discover tools to support learners in conflict and crisis settings and the teaching strategies that consider their complex needs.

1,004 enrolled on this course



- Duration  
3 weeks
- Weekly study  
3 hours
- 100% online  
How it works
- Unlimited subscription  
£249.99  
£174.99 for a whole year  
[Learn more](#)
- Accreditation Available  
[More info](#)

CoMOOC 1 on FutureLearn



Learning under the trees.  
InEd, 2024



Classroom in a Migrant Learning Centre.  
Gabi Witthaus CC BY

# Number of participants



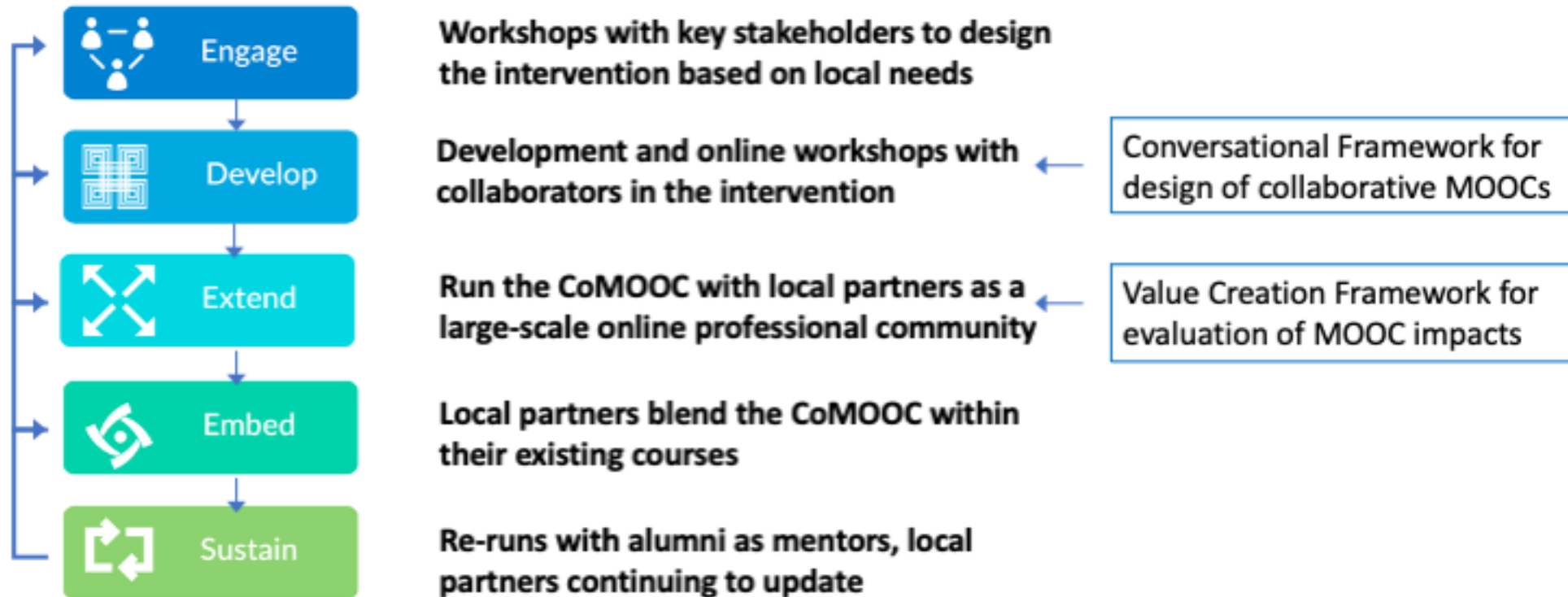
| Category             | Location          | CoMOOC 1     |
|----------------------|-------------------|--------------|
| Temporary Shelter    | Ban Mai Noi Soi   | 78           |
|                      | Ban Mae Surin     | 50           |
|                      | Mae La Oon        | 76           |
|                      | Mae Ra Ma Luang   | 161          |
|                      | Mae La            | 240          |
|                      | Umpiem Mai        | 85           |
|                      | Nu Po             | 99           |
|                      | Ban Don Yang      | 25           |
|                      | Tham Hin          | 39           |
| Migrant              | Tak Province      | 192          |
|                      | Ranong Province   | 16           |
| Myanmar              | Karenni State     | 56           |
|                      | Karen State (TOT) | 66           |
|                      | Karen State       | 2000         |
| Training of Trainers |                   | 95           |
| Online               | FutureLearn       | 1004         |
| <b>Total</b>         |                   | <b>4,282</b> |

FutureLearn: 1,004 participants from 103 countries

# Our co-design approach



Co-design approach



# A participatory research approach

## Citizen Scientists (နယ်ခံသုတေသီများ)



Naw Paw Cherry  
Karen Refugee  
Committee  
Education Entity



Htin Kyaw  
The Inclusive  
Education  
Foundation



Tin Moe Nwe  
Help Without  
Frontiers



Soe Reh  
Seh Theh  
Foundation



Ti Moe  
Karenni Education  
Department



Aung Khit Htoo  
Education for  
Friendship  
Foundation

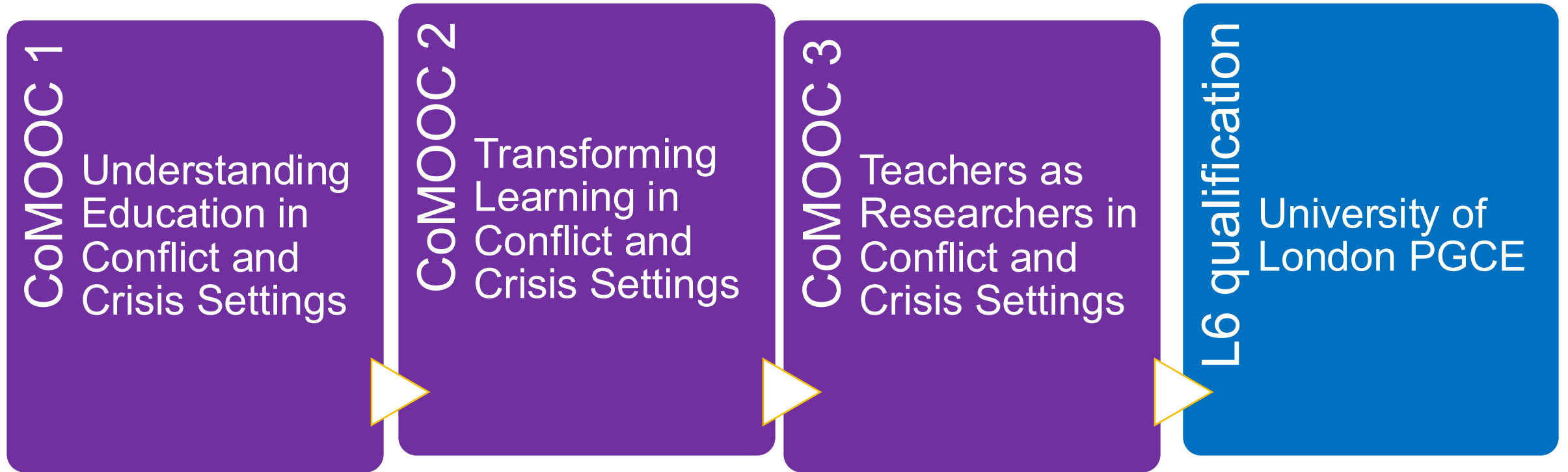


Saw Sar Hay Moo  
Karen Education  
and Culture  
Department

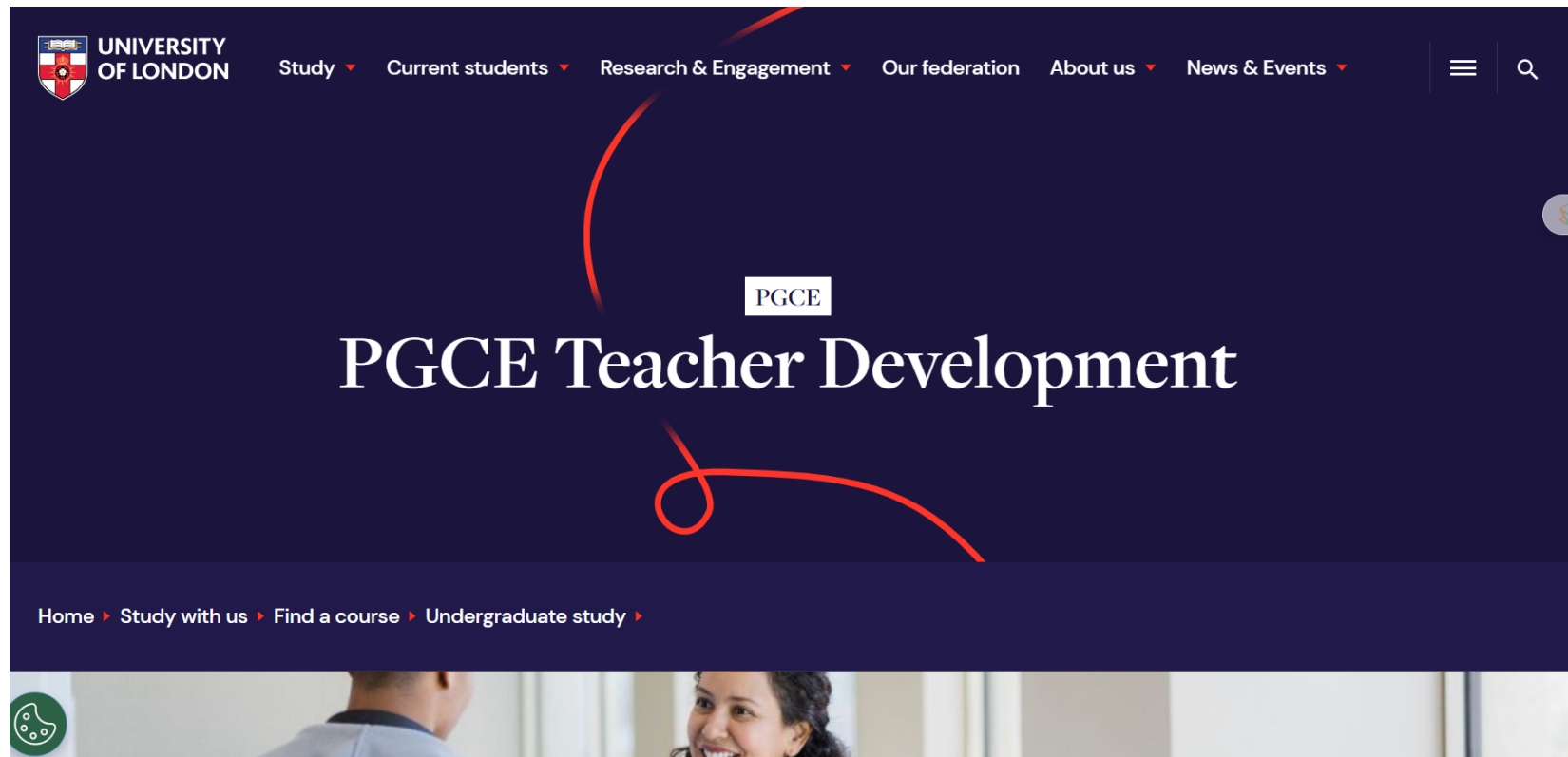


Naw Sandrena  
Karen Teacher  
Working Group

# Pathway to Higher Education



# Preparing participants for international recognition, e.g. [PGCE](#)



The screenshot shows the top section of the University of London website. At the top left is the University of London crest and name. To the right is a navigation menu with links for 'Study', 'Current students', 'Research & Engagement', 'Our federation', 'About us', and 'News & Events'. Further right are icons for a menu and search. The main content area has a dark blue background with a red decorative line. It features a small white box with 'PGCE' and the main heading 'PGCE Teacher Development' in large white serif font. Below this is a breadcrumb trail: 'Home > Study with us > Find a course > Undergraduate study >'. At the bottom of the screenshot is a partial view of a photograph showing two people, a man and a woman, smiling and talking.





8 staff and partners completed the PGCE in 2025 and 3 more are in the 2026 cohort





# CoMOOCs for Transformation Blog



[tinyurl.com/blog-comoocs](https://tinyurl.com/blog-comoocs)

# Links to research publications

- [Collaborative co-design in action: Reimagining teacher professional development for crisis-affected contexts \(2026\)](#)
- [Pedagogical Approaches to Teacher Professional Development in Contexts of Mass Displacement: An Agenda for Research and Practice \(2025\)](#)
- [Online Learning Futures: An Evidence-Based Vision for Global Professional Collaboration on Sustainability \(2025\)](#)
- [The CoMOOC Model for Global Professional Collaboration on Sustainability \(2023\)](#)
- [Hybrid higher education innovation for Syrian refugee learners: Reflections on an embedded community-based research CoMOOC \(2023\)](#)
- [Creating value from co-designing CoMOOCs with teachers in challenging environment \(2022\)](#)
- [Professional Learning Analytics: Understanding complex learning processes through measurement, collection, analysis, and reporting of MOOC data \(2022\)](#)
- [Get Interactive: The Value of a MOOC for Continuing Professional Learning and Development \(2022\)](#)
- [An activity-based costing approach to planning digital learning in the Global South \(2020\)](#)
- [MOOCs and professional development: the global potential of online collaboration \(2020\)](#)
- [Educators for Change: Supporting the Transformative Role of Teachers in Contexts of Mass Displacement \(2020\)](#)
- [A Co-designed Blended Approach for Teacher Professional Development in Contexts of Mass Displacement \(2019\)](#)
- [Value Creation Framework to Assess MOOC-based Learning \(2019\)](#)
- [The potential of MOOCs for large-scale teacher professional development in contexts of mass displacement \(2019\)](#)
- [Using technology to develop teachers as designers of TEL: Evaluating the learning designer \(2018\)](#)
- [The potential of MOOCs for learning at scale in the Global South \(2017\)](#)

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