We describe a contextually responsive approach to faculty development at the University of Rwanda. Local and international facilitators were paired for blended, certificate-bearing workshops aligned with ISTE standards. Programming was informed and adapted and via a multimethod approach incorporating a novel SMS-based feedback system. Lessons learned are summarized.

**CHALLENGE:**
Faculty development initiatives which leverage globally distributed teams for program design and instruction can easily miss or lose track of critical contextual issues, especially when engaging online with program participants located distant or unfamiliar settings. Interpreting and adapting the ISTE standards for relevant PD in technologically marginalized settings is not always straightforward.

**INTERVENTION:**
A participatory approach to program design was used for development of a faculty development program which combined international and local facilitators in a blended (face-to-face/online) strategy, and a novel SMS-based participant feedback system was implemented to inform ongoing adaptation of the program.

**SESSION OUTCOMES:**
1. Understand how global standards can be contextualized for the design of locally relevant PD programming via a process of participatory design.
2. Understand how the blended approaches to PD which integrate OER and globally-distributed facilitators were used to develop technological pedagogical content knowledge (TPACK) among teachers in Rwanda.
3. Understand how mobile and web technology can be used for lightweight formative assessment, impact evaluation and continuous program improvement.
4. Understand the potential of SMS-based beneficiary feedback systems like UNICEF’s RapidPro for responsive educational development programming.

**OUTLINE**
Schematic presentation program design process and outcomes, including: 1. Description and outputs of a participatory faculty development program design workshop at a university in Rwanda. 2. Summary of formative assessment: needs, assets, opportunities and priorities for development practices. 3. Program details, including the competency framework aligned with ISTE, PD curriculum and instructional approach. 4. Summary of monitoring and evaluation metrics per a modified Kirkpatrick’s four-level evaluation framework. 5. Description of a novel web and SMS-based toolkit used for monitoring, evaluation and reflective recursive program design. 6. Presentation of impact data and lessons learned for ongoing design.

**SUPPORTING RESEARCH**
Faculty Development Partnerships:

TPACK:

Distributed Leadership:

Participatory, Constructivist Design Processes:

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