It is important for me to note that we didn't consciously choose SAM as the instructional design framework at project inception. Looking back and being able to reflect on our design and development workflow I can most closely align it with SAM.

What is SAM? SAM may be a person you know, but in this context SAM stands for Successive Approximation Model, and like ADDIE, it is an instructional design framework. SAM has three stages or phases: preparation, iterative design, and iterative development. The iterations are small, repeated steps that enable design, rapid prototyping and review in the iterative design stage, and development, implementation and evaluation in the development phase.

So how was this conceptualized in our project?

In the preparation stage we defined learning outcomes and objectives for each module, which then allowed us to gather and reuse suitable existing content. There are a lot of great information literacy assets in the Ontario College community, and we were able to leverage them to create an inventory of learning objects we could repurpose in the project. Because we were working within the overall design construct of the Learning Portal, at this point we were also able to brainstorm and loosely prototype the look and feel of the final product.

In the design phase we used a Content Template, an instructional design tool, to organize information strategically and remove any unnecessary duplication or content overlap. The use of the content template also helped us identify the overall module structure. Because the document was available to the entire team, it was also used as an ongoing review tool.

And finally, the development phase consisted of development within the libguides platform. We were able to repurpose a number of video assets, and created additional objects as needed.

The Research Hub team was supported by the Senior Instructional Designer for the project, who developed the overall structure for each hub, module and page. In order to keep the visual aesthetic of the Hub consistent we were provided with reusable boxes, which we could repurpose and utilize as needed to best fit the content we were working with.

The result of our work is a scaffolded, chunked learning solution that can be used in its entirety as a module or as needed for on-the-go skill acquisition.