

# Engineering Learning: An LXD Portfolio Showcase

Artifact  
Focus: The  
"Evaluating  
Sources"  
Worksheet

# Early Ideation

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# The Learner's Perspective: The Evaluating Sources Worksheet



Objective: Practice evaluating sources using the CRAAP Test.

Instructions: Below is a list of possible sources for a research paper. Choose one source from the list. Evaluate the source using the CRAAP Test and determine if it meets the standards for academic research. Write a 2-sentence summary of your evaluation for each category of the CRAAP Test to explain your findings (Currency, Reliability, Authority, Accuracy, & Purpose).

Surface View: A simple formative assessment.

\*Next: Looking under the hood.\*

Systematizing the workflow requires precise project documentation.

<b>Course:</b>	Introduction to Critical Thinking
<b>Activity Name:</b>	Evaluating Sources Worksheet
<b>Assessment Level:</b>	Formative
<b>Design Framework:</b>	Backwards Course Design

## Competency 05: Design Documentation

Clear conceptual products ensure stakeholders and designers remain aligned on the activity's fundamental parameters before content generation begins.

Backwards Design architecture anchors the activity to a specific cognitive goal.



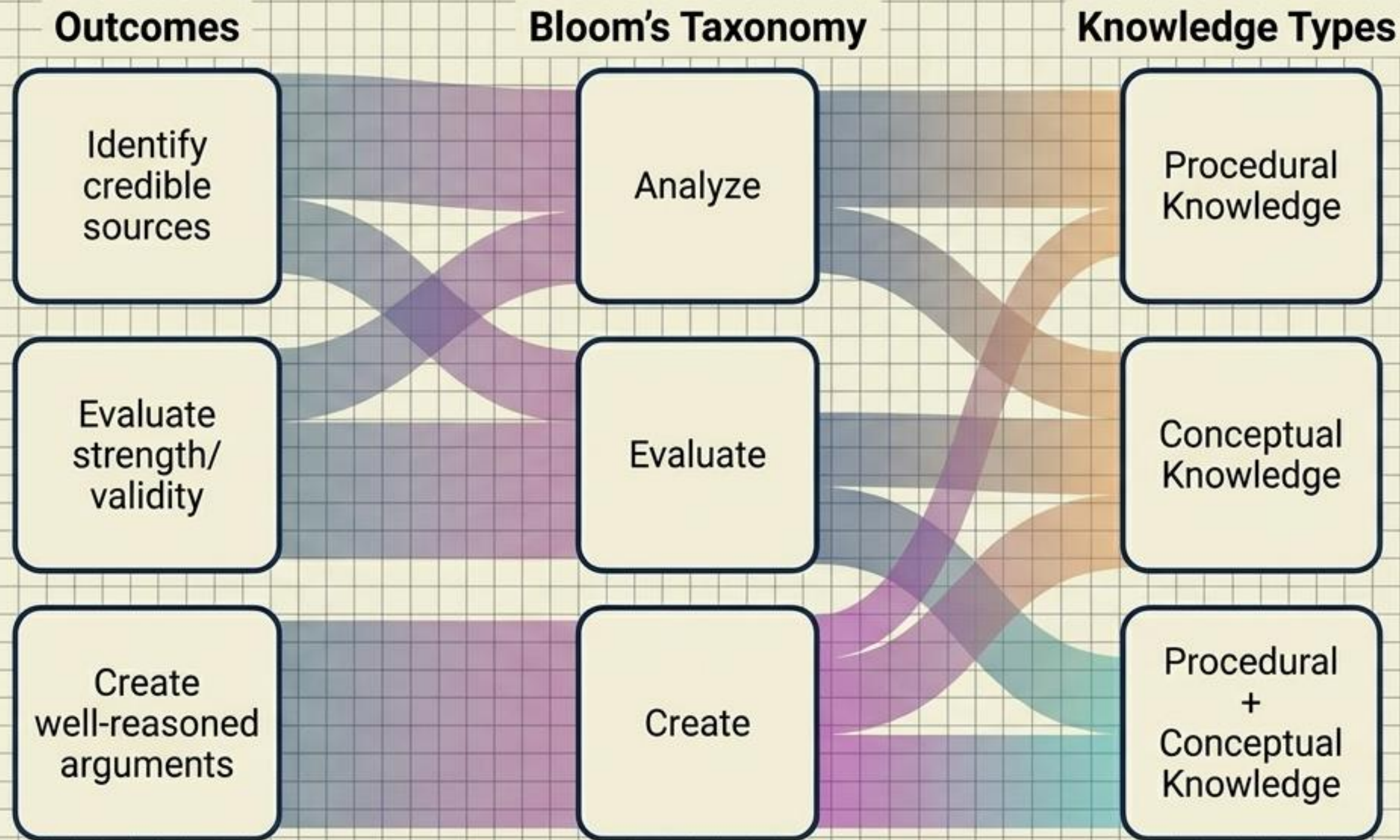
**The Activity:**  
Task: Evaluating  
Sources

**The Evidence:**  
Assessment:  
Formative

**The Goal:**  
Target: Critical  
Thinking

Identify the desired results first, determine acceptable evidence second, and plan the learning experience last.

Mapping cognitive load through Bloom's Taxonomy ensures rigorous pedagogical alignment.



## Competency 05: Design Documentation

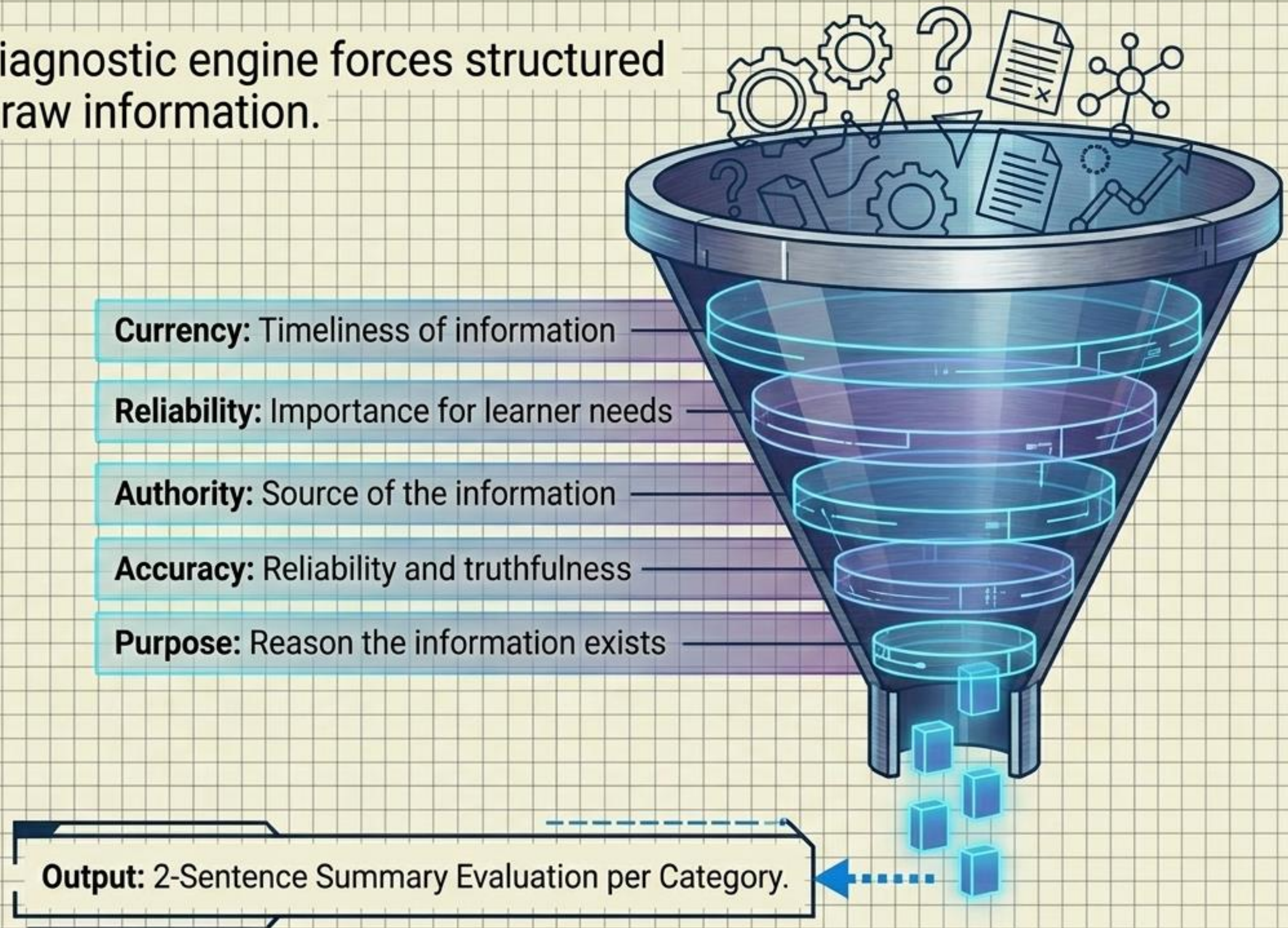
Clear conceptual products ensure stakeholders and designers remain aligned on the activity's fundamental parameters before content generation

The worksheet specifically targets the Analyze and Evaluate pipelines, scaffolding the learner toward the ultimate Create stage.

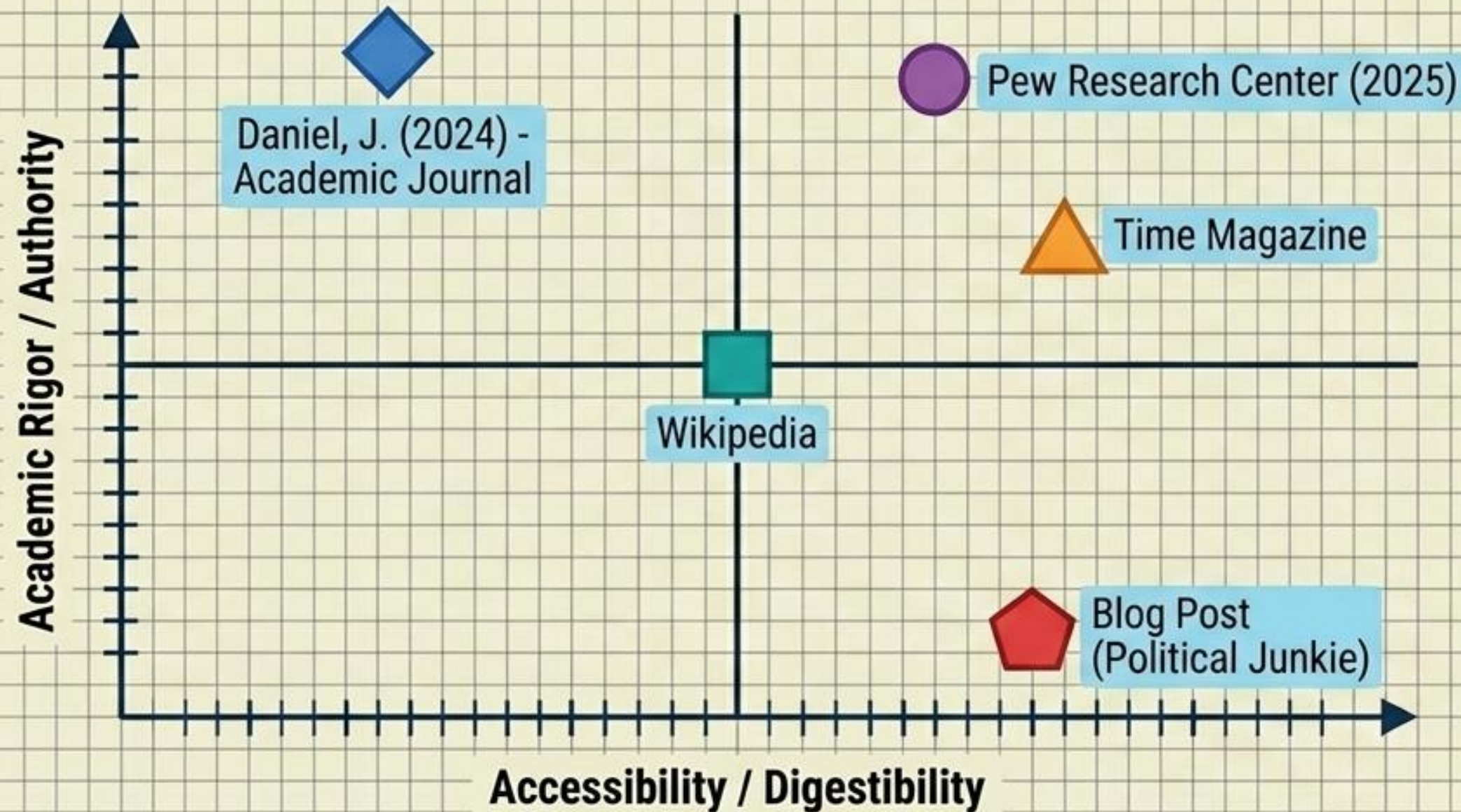
# Mid-stage Ideation

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The CRAAP diagnostic engine forces structured evaluation of raw information.



Curating diverse media types leverages specific technological affordances.



Providing a topology of sources—from peer-reviewed journals to personal blogs—allows learners to interact with varying levels of content curation and bias.

# Inclusive design and motivation theories are baked into the core architecture of the activity.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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**Sample Sources:**

- Daniel J. (2024) - Academic Journal
- Reiacatipoodes - Ir lines itboosenic Journal
- Bamsis, Kaponlon, Academie Centley - Academic Journal
- Daniels K. (2024) - Academic Journal
- Pew Research Center - Pew Research Center

**Sources:**

- <https://www.eoiacesisireioisio tep/ncisbs> - Academic Types
- <https://www.source-ooqilfleo/0232> - Source URL
- <https://www.youtube.com/watch?v=10232> - Source Types
- <https://www.source-ooqilfleo/0232> - Source Types
- <https://www.eoiacesisireioisio tep/ncisbs> - Source Types

**Step-by-Step Instructions**

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**Self-Determination Theory:** Providing a choice of five distinct sources fosters autonomy and intrinsic motivation.

**Universal Design:** Different media types (blogs vs. journals) facilitate varying learning needs and accommodations.

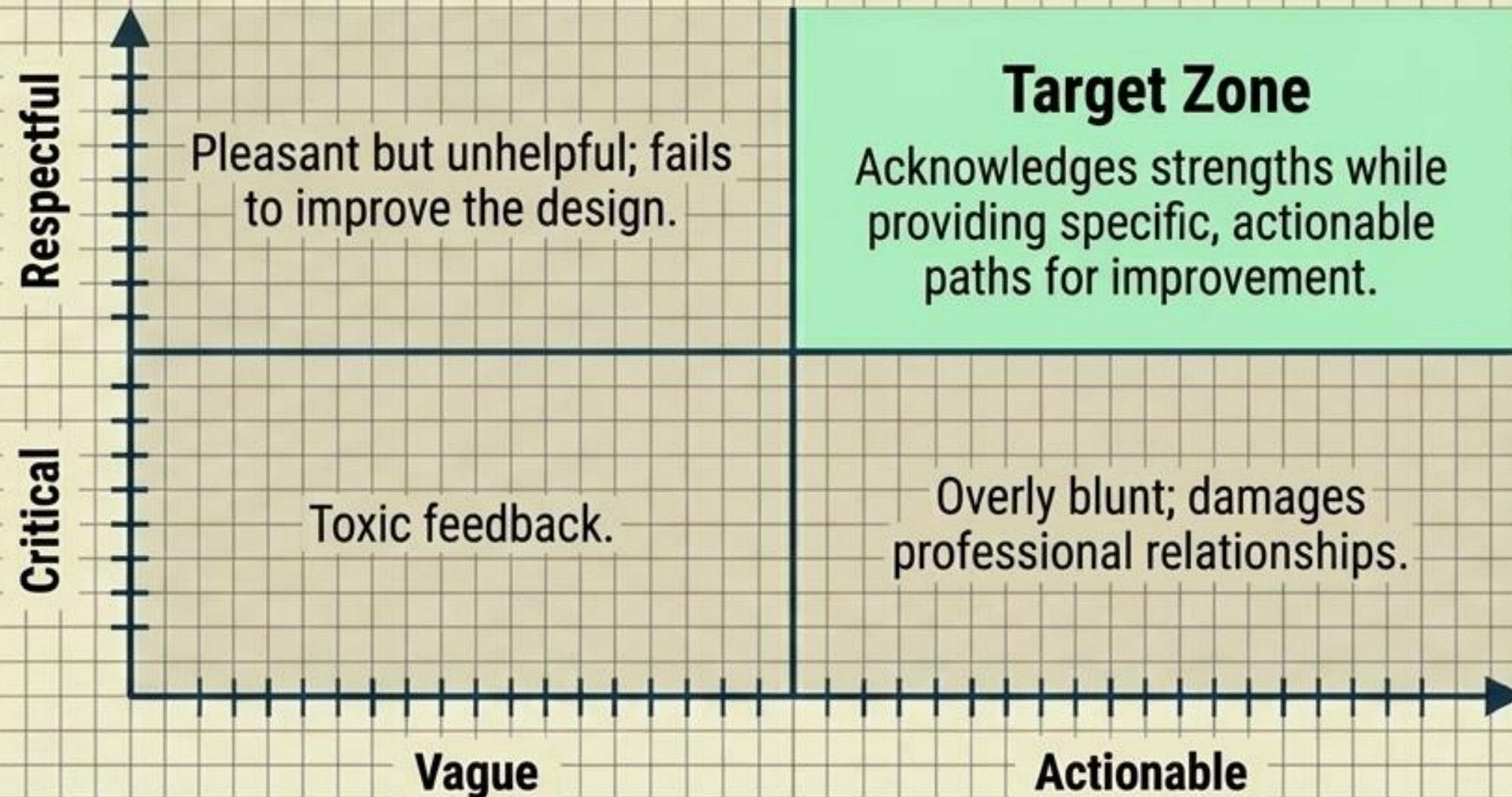
**Cognitive Scaffolding:** Breaking the evaluation into 5 specific categories prevents cognitive overload while building toward complex outcomes.

# Refinement

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Professional design requires fostering collaborative communication and constructive feedback.

### Feedback Quality Matrix



Evaluating peer professional development plans requires operating strictly within the **Target Zone** to build trust and elevate the cohort.

A successful learning experience is the synthesis of all six core competencies.

