

DOWNLOADABLE WORKBOOK

Build Your Personal AI University

A practical six-week planner using AI as your adviser, librarian, tutor, editor and cross-disciplinary roommate.

A Adviser	L Librarian	T Tutor	E Editor	R Roommate
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How to use this workbook

Choose one capability that matters now. Keep the scope narrow enough to practise within six weeks. Use the prompts as a starting point, verify important claims against your chosen sources and retain responsibility for every decision and output.

The rule: AI can assemble the support structure. It cannot do the learning for you.

Your commitment

The capability I will build
The real output that will demonstrate it
Why this matters now

01 · COURSE BRIEF

Start with the destination

Do not ask AI for a curriculum until these decisions are explicit.

DESTINATION · At the end of six weeks, what will I be able to do?

BASELINE · What can I already do without AI or notes?

CONSTRAINTS · Time, access, tools, cost or other limits

CUT LIST · What will I deliberately ignore for now?

FINAL EVIDENCE · What output will prove useful competence?

ADVISER PROMPT

Act as my academic adviser. Interview me one question at a time to clarify my destination, baseline, constraints, cut list and final evidence. Do not create the course until those five decisions are clear. Then propose a realistic six-week sequence and explain why each week belongs in that order.

Give each AI interaction a job

A · ADVISER

Using my completed course brief, identify the smallest useful learning path. Ask before assuming. Build milestones around outputs I must produce, not content I merely consume.

L · LIBRARIAN

Review this source pack for authority, relevance, recency and overlap. Separate primary evidence from commentary. Flag weak or missing evidence. Recommend what to remove before suggesting anything new.

T · TUTOR

Tutor me one question at a time. Do not lecture or reveal the answer too quickly. Diagnose the gap behind each weak answer, test me again in a different form and stop only when I can explain and apply the idea unaided.

E · EDITOR

Review the output I created. Challenge my reasoning, unsupported assumptions, repetition and vague language. Preserve my intended meaning and voice. Explain the three changes that would most improve the work before rewriting anything.

R · ROOMMATE

Bring one useful perspective from outside my field. Explain the connection, where the analogy breaks and one question it should make me ask. Novelty is not evidence, so distinguish insight from fact.

03 · SIX-WEEK PLAN

Plan evidence, not activity

Every week should end with something you can explain, decide, demonstrate or improve.

Week	Focus	Sources	Practice / output	Evidence of progress
1				
2				
3				
4				
5				
6				

04 · WEEKLY CHECK

Make the learning visible

Complete this at the end of each week. Duplicate the page if you want a separate record for all six weeks.

WEEK NUMBER + FOCUS

RETRIEVAL · What can I now explain without notes?

APPLICATION · What did I create, decide or change?

EVIDENCE · Which sources support the important claims?

GAP · Where did the tutor expose weak understanding?

REVISION · What did the editor make more precise?

TRANSFER · What outside perspective changed how I see the problem?

NEXT MOVE · What is the smallest useful action for next week?

05 · FINAL TEST

Did the course change what you can do?

Do not score completion by hours watched or prompts submitted. Use observable evidence.

Test	Evidence	Result
I can explain the core ideas without AI or notes.		☐ Pass ☐ Revise
I can apply them to a realistic problem.		☐ Pass ☐ Revise
I can defend the important decisions with credible sources.		☐ Pass ☐ Revise
I can identify the limits of what I know.		☐ Pass ☐ Revise
I produced the final output defined in my course brief.		☐ Pass ☐ Revise

CONTINUE · What should become the next course?

AI can advise, curate, question, critique and broaden your view. You still have to fly the plane - and get into the boat.

BETATESTERLIFE

Practical thinking about AI, work, delivery and learning.