

STUDENT TOOLKIT · BOOK 1

University Learning Week Pack

Map the course, plan the week, produce the learning, and recover.

Companion to *How to Learn at University*

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This pack contains the reusable tools from the book. Print the pages that serve the current decision. Use the editable CSV files when a sortable record is more useful. A completed form is not evidence of learning until it changes an attempt, output, or next action.

Contents

1	Course Map	3
1.1	Course Control Page	3
1.2	Topic Record	3
1.3	Weekly Map Review	4
2	Weekly Learning Plan	5
2.1	Capacity and Commitments	5
2.2	Output Plan	5
2.3	Three Block Types	6
2.4	Minimum Viable Week	6
2.5	Review	6
3	Three-Layer Note Template	7
3.1	Layer 1: Record	7
3.2	Layer 2: Reconstruction	7
3.3	Layer 3: Retrieval and Application	8
4	Reading-Mode Card	9
4.1	Reading Record	9
5	Office-Hour and Help-Request Guide	11
5.1	Choose the Route	11
5.2	Attempt-Boundary-Question Draft	11
5.3	Meeting Record	12
6	Missed-Week Recovery Protocol	13
6.1	Stabilize	13
6.2	Name Current Capacity	13
6.3	Triage	13
6.4	Restore One Dependency Per Live Course	13
6.5	Run the Minimum Week	14
7	Worked Weeks Across 4 Fields	15
7.1	Humanities: History	15
7.2	Social Science: Sociology	15
7.3	Business: Case Analysis	15
7.4	STEM: Mechanical Engineering	16
7.5	Build Your Worked Week	16

Course Map

Use one copy per module. Update the map weekly only when a date, instruction, dependency, evidence state, or next output changes.

1.1 Course Control Page

Course and code: _____

Teaching contact and help route: _____

Official course and assessment links: _____

Assessment	Deadline	Weight	Performance required	Next stage
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1.2 Topic Record

Topic and week: _____

Purpose in the course: _____

Core claim, method, or performance: _____

Required prior knowledge: _____

Assessment form: _____

Current evidence of what is and is not available: _____

Connection to another topic, with relation stated: _____

Next output: _____

1.3 Weekly Map Review

- ☐ Date, instruction, or access change recorded.
- ☐ New dependency marked.
- ☐ Current performance sample recorded.
- ☐ Next assessment-stage output chosen.
- ☐ Help or formal-process threshold checked.

Weekly Learning Plan

Plan from fixed commitments and academic outputs. Keep one minimum version for reduced capacity.

2.1 Capacity and Commitments

Week beginning: _____

Fixed teaching, work, care, travel, health, and life commitments: _____

Current capacity or access constraint: _____

Consequential deadline, dependency, or scarce opportunity: _____

2.2 Output Plan

Day	Output	Demand	Limit	Dependency	Done
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2.3 Three Block Types

Production blocks: _____

Return blocks: _____

Maintenance block: _____

Buffer: _____

2.4 Minimum Viable Week

If capacity falls, protect only:

1. _____
2. _____
3. _____
4. _____

Defer or drop: _____

2.5 Review

Output that produced the strongest learning evidence: _____

Estimate or dependency that failed: _____

Change for next week: _____

Three-Layer Note Template

Use one page or digital section per consequential encounter. Preserve the difference between what the source presented and what you can reconstruct.

3.1 Layer 1: Record

Source or event: _____

Locator and access date where relevant: _____

Question that made this material necessary: _____

Selected claims, methods, evidence, examples, exact quotations, and observations:

Labels used for quotation, paraphrase, summary, observation, and inference: _____

3.2 Layer 2: Reconstruction

Close the source. Rebuild the argument, mechanism, method, comparison, concept, case, or visual. Mark gaps before checking.

Missing, distorted, or uncertain content repaired after checking: _____

3.3 Layer 3: Retrieval and Application

Relation prompt: _____

Discrimination prompt: _____

Application or transfer prompt: _____

Return dates and results: _____

Reading-Mode Card

Keep this card beside the reading list. One text may receive different modes at different times.

ORIENT

Locate the question, structure, position, and relevance. Produce a map and a reading decision. Stop when the required section and purpose are clear.

UNDERSTAND

Form the claim, mechanism, method, or sequence. Produce a closed-source explanation. Stop when the whole can be reconstructed and the key gap is repaired.

EXTRACT

Find the defined item needed for a live task. Record it with its context and locator. Stop when the item and source boundary are secure.

COMPARE

Ask how sources answer a shared issue. Relate them through common criteria. Stop when the consequential agreement and difference are stated.

VERIFY

Check whether the source supports the claim in context. Support, narrow, correct, or reject the claim. Stop after checking the appropriate source and boundary.

USE

Make the source complete a task move. Produce a decision, application, or performed method. Stop when the move has been checked.

4.1 Reading Record

Text and course purpose: _____

Primary mode: **ORIENT / UNDERSTAND / EXTRACT / COMPARE / VERIFY / USE**

Reading question: _____

Structure or relevant section: _____

Visible output: _____

Stop condition: _____

Closed-source reconstruction or result:

Next action: _____

Office-Hour and Help-Request Guide

Use the shortest complete request that makes the boundary visible.

5.1 Choose the Route

Problem	Likely route	Bring
Course meaning or assessment	Lecturer, tutor, official guidance	Instruction, interpretation, attempted plan
Source or search	Subject librarian	Question, databases, terms, failed result
Reasoning or writing process	Permitted writing or course support	Paragraph, outline, criterion, precise question
Technical method	Relevant tutor or specialist support	Attempt, first failed step, expected check
Access or disability	Institutional accessibility service	Barrier and process information requested
Health, finance, housing, visa, work, care	Relevant qualified support	Immediate risk, deadline, and required process
Safety, ethics, placement, professional issue	Designated supervisor or reporting route	Facts, instruction, and current risk

5.2 Attempt-Boundary-Question Draft

Context and task: _____

Attempt: _____

Precise boundary: _____

Question or decision needed: _____

Relevant deadline or formal process: _____

5.3 Meeting Record

Clarification or feedback: _____

Change restated in your own words: _____

Application to complete within 24 hours: _____

Result and next escalation threshold: _____

Missed-Week Recovery Protocol

This protocol restores the live course. It does not require every missed activity to be recreated.

6.1 Stabilize

- ☐ Safety or urgent health need addressed through an appropriate service.
- ☐ Formal deadlines and attendance requirements checked.
- ☐ Required contact made while options remain.
- ☐ Work that cannot be recreated protected.
- ☐ Complete backlog collected in one place.

6.2 Name Current Capacity

Capacity for the next 7 days: _____

Work, care, travel, health, access, or approved adjustment: _____

Person or formal process to contact: _____

6.3 Triage

Class	Item	Consequence or dependency	Next action
Protect now			
Restore			
Sample			
Defer			
Drop			

6.4 Restore One Dependency Per Live Course

Course 1 dependency and minimum repair: _____

Course 2 dependency and minimum repair: _____

Course 3 dependency and minimum repair: _____

Course 4 dependency and minimum repair: _____

6.5 Run the Minimum Week

1. Required or consequential action: _____

2. Restored dependency: _____

3. Short retrieval return: _____

4. Help or formal-process action: _____

Next capacity review date: _____

Worked Weeks Across 4 Fields

These compact examples show the same loop producing different disciplinary outputs.

7.1 Humanities: History

Orient: Noor maps a lecture on administrative reform to a comparative essay and retrieves the previous chronology.

Encounter: She labels 3 interpretations, their evidence, and the disputed causal link.

Reconstruct: She closes the notes and rebuilds the comparison using state capacity, local participation, and resource control.

Retrieve: Two days later, she produces the chronology and the evidence each interpretation privileges.

Apply: She interprets an unfamiliar administrative memorandum through 2 competing accounts.

Review: The application reveals that she treats formal office as practical power. She adds a resource-control test to the next comparison.

7.2 Social Science: Sociology

Orient: Mateo writes one question about how measurement affects a study's inference.

Encounter: He reads the research question, measure, sampling, result, and limitation before returning to the literature debate.

Reconstruct: He draws the chain from construct to measure to data to claim.

Retrieve: He explains reliability and validity from prompts and contrasts them.

Apply: He evaluates a new survey item and states which interpretation it cannot support.

Review: He finds that the sample and measure create different limits and revises his earlier merged criticism.

7.3 Business: Case Analysis

Orient: Chen identifies the case decision, actor, deadline, and governing financial constraint.

Encounter: He extracts only facts that affect cash, capacity, demand, and operational choice.

Reconstruct: He states the decision, 2 plausible options, evidence, and ignored constraint without the case open.

Retrieve: He explains why profit and cash availability can diverge.

Apply: He recommends a payment-term change and tests its effect under a lower-volume scenario.

Review: He discovers that the recommendation assumes supplier terms remain constant and adds the condition.

7.4 STEM: Mechanical Engineering

Orient: Priya retrieves the system-boundary process before the lecture.

Encounter: She records model choices, assumptions, units, and why each step follows rather than copying every calculation.

Reconstruct: She redraws the method and marks a missing reaction force.

Retrieve: She produces the selection cues after a delay.

Apply: She completes 4 mixed problems without method labels.

Review: Two execution errors and one selection error receive different repairs. The next set mixes only the methods she confuses.

7.5 Build Your Worked Week

Course and live output: _____

Orient: _____

Encounter: _____

Reconstruct: _____

Retrieve: _____

Apply: _____

Review and change: _____

Make the next learning output visible.

Plan from dependencies, evidence, and real capacity.