

ATTENDEE GUIDE

Retrieval, Assessment and Active Learning with TeacherMatic

The exact inputs, real outputs and classroom strategies from October's Deep Dive Wednesday.

Deep Dive Wednesday · 7 October 2026

Inside:

Why retrieval matters

Multiple Choice

Prompt library

True or False

Very Short Answers

Flash Cards

Glossary

One lesson plan

This guide shares everything from the session: the exact inputs I used in TeacherMatic, the outputs they produced and the classroom strategies that turn those outputs into active learning. Copy the inputs, swap in your own topic and try one strategy this week.

01 · THE PEDAGOGY

Why retrieval matters

Retrieval practice means bringing knowledge back to mind from memory, without looking. The act of recalling is what strengthens the memory, so testing is a way of learning, not only a way of measuring it. It is the first of Rosenshine's Principles of Instruction: begin a lesson with a short review of previous learning.

Re-reading and highlighting feel productive because the material looks familiar. Recalling it feels harder, but it lasts longer. Robert Bjork calls this a desirable difficulty.

Low stakes

Practice, not a test. No grades and no fear.

Little and often

Spaced over days and weeks, not crammed.

Mix it up

Interleave older topics with new ones.

Effort, then feedback

Make learners think, then check, so mistakes are corrected rather than rehearsed.

One quiz, three jobs

The same set of questions can do three different jobs. It depends less on the question and more on how you use it.

RETRIEVAL PRACTICE

For the learner's memory

Recalling knowledge strengthens it. The benefit is in the remembering.

FORMATIVE ASSESSMENT

For your next decision

Evidence of what learners think, so you know whether to move on, reteach or regroup.

ACTIVE LEARNING

For every learner in the room

Everyone answers, moves, talks or decides. No hiding behind hands up.

From recognising to recalling

The five generators sit on a ladder of retrieval effort. More effortful retrieval builds stronger memory, as long as learners can succeed, so start where your learners are and raise the challenge.

RECOGNISE

True or False

Quick checks that surface misconceptions

DISCRIMINATE

Multiple Choice

Distractors that diagnose what learners think

RECALL

Very Short Answers

Free recall in one to five words

SELF-QUIZ

Flash Cards

Recall, explain and sequence

EXPLAIN ALOUD

Glossary

Subject vocabulary spoken, matched and used

02 · GETTING STARTED

The running example

Every demo used the same topic, so the five generators read as one connected lesson rather than five separate tools. Swap in a topic your learners always seem to forget.

Field	What I used
Learners	Level 3 Sport and Exercise Science
Topic	The cardiovascular system: structure of the heart and the pathway of blood flow
Area of study	Sport and Exercise Science

TWO QUICK TIPS

Click the small window icon next to a generator's title to open it in wide-screen mode. Generators also remember your last entries, so clear the fields before you start something new.

The Additional Information recipe

The **Any additional information** box is where most of the power is, and most people leave it empty. A good entry does three things:

Part	What it controls	Example
Frame	The scenario each question opens with	"Each question must open with a workplace scenario."
Distractors	The rule for wrong answers	"Distractors should represent errors trainees often make."
Emphasis	The thinking you want to see	"Prioritise applied knowledge and decision-making."

The recipe works in every generator in this guide. You can also tell TeacherMatic **how you will use the resource**, for example "answered on mini whiteboards" or "printed and cut up for a matching game", and it shapes the output to suit.

03 · GENERATOR

Multiple Choice Questions

A well-chosen wrong answer is a window into a misconception. Use one question as a hinge point mid-lesson: the answers tell you whether to move on.

What I entered

Field	What I entered
Topic	The cardiovascular system: structure of the heart and the pathway of blood flow
Faculty or Area of Study	Sport and Exercise Science
Any additional information	The Vocational / Technical prompt from the prompt library (section 04)
Number of questions	5
Sector	Vocational

Information: The **WORKSHEET** generator has additional Multiple Choice Question options plus numerous other possibilities, and may be a better choice for your needs. Give it a try!

Topic ⓘ

The cardiovascular system: structure of the heart and the pathway of blood flow

ⓘ Note: Uploading a file or referencing a YouTube transcript below will take precedence over the topic title.

Faculty or Area of Study (optional) ⓘ

Sport and Exercise Science

Any additional information ⓘ

Each multiple-choice question must open with a workplace or industry-related scenario. Distractors should represent errors or misunderstandings that trainees often make. Prioritise applied knowledge, problem-solving, and decision-making in realistic vocational settings.

Number of questions *

5

Sector

Vocational

The Multiple-choice questions generator in wide-screen mode, with the vocational prompt added.

I then pasted the **SEND / Differentiated** prompt into the same box and clicked Regenerate, changing nothing else.

Same topic, different learners

VOCATIONAL PROMPT + REFINE

During a training workshop, instructor Priya is explaining heart muscle structure to tennis player Noah, who is returning to play after a period of reduced fitness. Why does the left ventricle have a thicker muscular wall than the right ventricle?

- A. It must pump blood to the lungs at high pressure
- B. It only receives blood from the body
- C. It pumps blood to the body at higher pressure ✓**
- D. It stores blood before it enters the atria

SEND / DIFFERENTIATED PROMPT

Which chamber of the heart pumps oxygenated blood to the rest of the body?

- A. Right atrium
- B. Left ventricle ✓**
- C. Right ventricle
- D. Left atrium

Plain wording, no scenario and one clear misconception, compared with an applied workplace scenario on the left.

That is differentiation without writing two quizzes from scratch.

Refine it

The first vocational version had thin scenarios, so I typed this into the Refine box:

REFINE

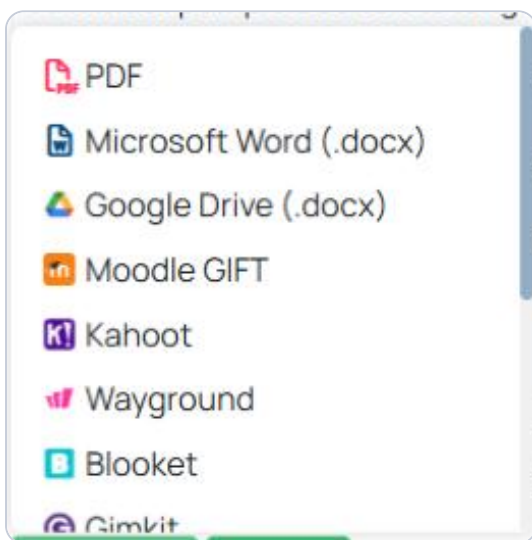
Make each scenario richer, with a named client or athlete and one realistic detail.

PROFESSIONAL JUDGEMENT

Look at Noah on the previous page. Does "returning to play after a period of reduced fitness" change the answer? Not really. It is decoration. A stronger scenario makes learners use the context to reach the answer, so try a second Refine such as: "Rewrite each scenario so the learner must use the information in it to choose the correct answer."

When I also asked Refine to explain why each wrong answer was wrong, it kept its clean question and answer format, which keeps the exports working. If you want explanations, ask for them in a separate Refine or try the Worksheet generator, which has more multiple-choice options.

Export where your learners are



Export as, under the generated questions.

Where	Export options
Print and share	PDF, Microsoft Word, Google Drive
Your VLE	Moodle GIFT, Canvas (QTI), Blackboard, Brightspace, Share to Google Classroom
Live and game-based	Kahoot, Wayground, Blooket, Gimkit, Vevox, Google Form

TEACHING TIP

The game builds energy, but the learning happens when you pause on the most-missed question and ask, "Why might someone choose B?"

04 · READY TO COPY

The Additional Information prompt library

Copy any of these into the **Any additional information** box of the Multiple Choice Questions generator. The full library is also at shor.by/prompts.

By audience

1. GCSE STUDENTS

Each multiple-choice question must begin with a short classroom or everyday scenario. The correct answer should reinforce accurate understanding, while distractors must include one common misconception typical at this level. Focus on recall, comprehension, and applying core concepts to familiar contexts.

2. A LEVEL STUDENTS

Each multiple-choice question must start with a short applied scenario, such as a workplace, research, or case-based example. Distractors must include one common misconception. Emphasise knowledge, analysis, evaluation, and the ability to apply concepts in unfamiliar contexts.

3. VOCATIONAL / TECHNICAL (BTEC, T LEVEL)

Each multiple-choice question must open with a workplace or industry-related scenario. Distractors should represent errors or misunderstandings that trainees often make. Prioritise applied knowledge, problem-solving, and decision-making in realistic vocational settings.

4. HIGHER EDUCATION (UNDERGRADUATES)

Each multiple-choice question must be introduced with a short case study, abstract, or data excerpt. Distractors should include one flawed interpretation or assumption. Emphasise critical thinking, evaluation of evidence, and the ability to apply theoretical knowledge to practical or research-based contexts.

5. ADULT / COMMUNITY EDUCATION

Each multiple-choice question must be framed around a familiar life or community situation. Distractors should reflect misconceptions drawn from everyday experience. Emphasise practical application, problem-solving, and confidence-building through clear scenarios.

6. APPRENTICESHIPS / WORKPLACE TRAINING

Each multiple-choice question must begin with a short workplace scenario that mirrors professional practice. Distractors should include one realistic error that a novice might make. Focus on applied knowledge, safe working practices, and effective decision-making.

7. SEND / DIFFERENTIATED LEARNERS

Each multiple-choice question must use simple, clear wording and be linked to familiar, real-life examples. Distractors should be straightforward but include one common misconception learners may have. Focus on accessibility, scaffolding, and step-by-step reasoning to support understanding.

Higher Education variations

THEORY TO PRACTICE

Each multiple-choice question must begin with a short professional or educational scenario requiring application of theory. Distractors should include one plausible but conceptually weak interpretation. Emphasise analytical reasoning, theoretical application, and the ability to distinguish between surface-level responses and well-founded academic arguments.

RESEARCH LITERACY

Each multiple-choice question must be framed around a brief research finding, policy extract, or academic claim. Distractors should include one misinterpretation of data or misuse of terminology. Prioritise evaluation of evidence, methodological awareness, and the ability to critically assess the strength of arguments.

ETHICAL AND CULTURAL LENS

Each multiple-choice question must introduce a short ethical dilemma or culturally situated scenario. Distractors should include one assumption that reflects a limited or biased perspective. Emphasise critical reflection, awareness of social context, and the ability to evaluate decisions using theoretical and ethical frameworks.

COMPARATIVE ANALYSIS

Each multiple-choice question must present a short comparison between two theoretical positions, models, or perspectives. Distractors should include one oversimplified or conflated interpretation. Emphasise nuanced analysis, synthesis of ideas, and the ability to differentiate between competing academic viewpoints.

PROBLEM-SOLVING AND INNOVATION

Each multiple-choice question must begin with a real-world problem requiring creative or strategic thinking. Distractors should include one response that appears reasonable but lacks theoretical grounding. Emphasise higher-order thinking, originality, and the application of conceptual frameworks to generate justified, evidence-informed solutions.

A topic-specific example: How to Write a Better Résumé

EMPLOYABILITY

Each multiple-choice question must begin with a realistic employability or recruitment scenario, such as applying for a job, tailoring a résumé for a specific role, or responding to employer expectations. Distractors should include one example of poor professional practice, such as including irrelevant information, using weak action verbs, or presenting unclear formatting. Emphasise professionalism, clarity, structure, and audience awareness. Questions should help learners identify effective résumé-writing techniques, including tailoring content to job descriptions, highlighting transferable skills, and presenting achievements clearly and concisely. Include scenarios that develop employability skills and confidence in preparing professional job applications.

05 · GENERATOR

True or False

Quick to answer, powerful to discuss. Base the false statements on real misconceptions and every answer becomes evidence of what learners think.

What I entered

Field	What I entered
Topic	The cardiovascular system: structure of the heart and the pathway of blood flow
Area of study	Sport and Exercise Science
Any additional information	Base each false statement on a common learner misconception, for example that all arteries carry oxygenated blood or that veins carry blue blood. Keep each statement short enough to read aloud in one breath.
Number of questions	8
Sector	Further Education
More about the teaching	Pedagogical model: Revised Bloom taxonomy. Bloom levels: Remember and Understand.

What it produced

1. The heart has four chambers: two atria and two ventricles. : **True**
2. Arteries always carry oxygenated blood. : **False**
3. Veins carry blue blood back to the heart. : **False**
4. The left ventricle pumps blood to the entire body through the aorta. : **True**
5. The right atrium receives oxygenated blood from the lungs. : **False**
6. The heart is surrounded by a protective sac called the pericardium. : **True**
7. Blood flows directly from the right ventricle to the body. : **False**
8. The septum separates the left and right sides of the heart. : **True**

Eight statements, each marked True or False.

Statements such as "Arteries always carry oxygenated blood" and "Veins carry blue blood back to the heart" are genuine misconceptions, because I asked for them. True or False exports to PDF, Word, Google Drive, Moodle GIFT, Blackboard, Canvas (QTI), Brightspace and Google Classroom.

Classroom strategies

Strategy	How it works
Stand up, sit down	Read each statement aloud. Stand for true, sit for false. Every learner commits at once and you see the room's thinking instantly.
Fix the false	Learners rewrite every false statement so it becomes true. This is where the real thinking happens, and it turns recognition into recall.
Confidence check	Before revealing the answer, learners show one, two or three fingers for how sure they are. Confident and wrong is the misconception to tackle first.
Justify it	Partners must give a reason: "It's true because..." or "It's false because..."
Four corners	Corners labelled Definitely true, Probably true, Probably false and Definitely false. Learners move, then defend their corner.

06 · GENERATOR

Very Short Answers

Free recall in five words or fewer. There are no options to lean on, so learners must genuinely pull the answer out of memory, yet the answers are short enough to check at a glance.

What I entered

Field	What I entered
Topic	The cardiovascular system: structure of the heart and the pathway of blood flow
Area of study	Sport and Exercise Science
Any additional information	Use these as a five-minute Do Now retrieval starter answered on mini whiteboards. Every answer must be one to five words so it can be checked at a glance. Mix questions on this topic with two questions from last month's topic on the skeletal system to build in spaced, interleaved practice.
Number of questions	10
Sector	Further Education
More about the teaching	Ticked Using the result in your teaching. Pedagogical model: Rosenshine's Instructional Principles.

What it produced

Question	Answer
1. What is the upper chamber of the heart called?	✓ atrium • atria
2. Which blood vessel carries oxygenated blood away from the heart?	✓ artery • arteries
3. What is the name of the valve between the left atrium and left ventricle?	✓ mitral • bicuspid
4. What is the largest artery in the body?	✓ aorta
5. Which blood vessel carries deoxygenated blood to the lungs?	✓ pulmonary artery • pulmonary arteries
6. What type of blood vessel has a thick muscular wall to withstand high pressure?	✓ artery • arteries
7. What is the name of the lower chamber of the heart?	✓ ventricle • ventricles
8. What part of the skeletal system protects the heart?	✓ ribcage • ribs
9. What is the name of the bone in your upper arm?	✓ humerus
10. What is the name of the blood vessel that brings deoxygenated blood into the heart?	✓ vena cava

Ten questions with accepted answers, including two interleaved skeletal system questions.

The answer column gives accepted alternatives, such as "atrium • atria" and "mitral • bicuspid", so marking is quick and fair. The suggestions underneath the output link the activity to Rosenshine's daily review.

PROFESSIONAL JUDGEMENT

Look at question 2: "Which blood vessel carries oxygenated blood away from the heart?" The answer given is "artery". That is true of the aorta, but on its own it can reinforce the idea that all arteries carry oxygenated blood, which the True or False set rightly marks as false. The pulmonary artery carries deoxygenated blood. A sharper version asks which vessel carries oxygenated blood **from the heart to the body** (the aorta). It also makes a great discussion question: "Is this answer always right?"

Classroom strategies

Strategy	How it works
Do Now on mini whiteboards	Five minutes, ten questions, answers held up together. You see every learner's recall in seconds.
Retrieval grid	Put questions in a grid labelled last lesson, last week and last month. Older questions earn more points.
Brain dump, then check	Learners write everything they remember, then use the questions to spot the gaps.
Exit ticket	Three questions on a slip at the end. Sort the slips into got it, nearly and not yet to plan the next starter.

07 · GENERATOR

Flash Cards

Flash cards are often used passively: read the front, flip, nod, move on. Ask for recall questions on the front, add cards that stretch thinking and tell TeacherMatic how the cards will be used.

What I entered

Field	What I entered
Topic	The cardiovascular system: structure of the heart and the pathway of blood flow
Area of study	Sport and Exercise Science
Any additional information	The front of each card must be a question that makes learners recall, not just recognise, the answer. Keep the back short enough to check in five seconds. Include two cards that ask learners to explain why, and two that ask them to put stages of blood flow in order. These cards will be used for Quiz-Quiz-Trade in pairs and for a Leitner box at home.
Number of Flash Cards	12
Would you like image suggestions?	Yes - illustrations (suggestions come from Pixabay and depend on the subject)
Sector	Further Education
More about the teaching	Ticked Using the result in your teaching. Pedagogical model: Rosenshine's Instructional Principles.

What it produced

Front	Back
What is the main function of the heart in the cardiovascular system?	To pump blood throughout the body, delivering oxygen and nutrients while removing waste products.
Name the chambers of the heart.	Right atrium, right ventricle, left atrium, left ventricle.
What is the role of the valves in the heart?	To prevent the backflow of blood and ensure it flows in one direction.

A printable front and back table.

The twelve cards included "Why is the left ventricle's wall thicker than the right ventricle's?" and "Place the pathway of blood flow through the heart and lungs in order".

Underneath, TeacherMatic added suggestions for Quiz-Quiz-Trade and the Leitner box, because I said that was how I would use them.

Flash Cards export to PDF, Word, Google Drive and Google Classroom.

Classroom strategies

Strategy	How it works
Quiz-Quiz-Trade	Each learner has a card. Find a partner, quiz each other, swap cards, find a new partner. Five rounds in five minutes.
Leitner box	Three envelopes: know it, nearly and not yet. Review not yet daily, nearly every few days and know it weekly. Spaced practice that learners run themselves.
Speed revision	An inner and outer circle facing each other. Ask your card, answer theirs, then the outer circle rotates every minute.
Sort and sequence	Lay out the blood-flow cards in order on the desk, then check against the "put in order" card.
Answer before you flip	The one rule that matters: say or write the answer before turning the card over.

08 · GENERATOR

Glossary Generator

Vocabulary is a barrier for many learners, particularly in vocational subjects and for learners with English as an additional language. The glossary gets every learner saying, matching and using subject terms out loud.

What I entered

Field	What I entered
Source on which to base the glossary	Enter a topic (you can also upload a file, including a photo of handwritten notes, or reference a YouTube video)
Topic	The cardiovascular system: structure of the heart and the pathway of blood flow
Number of entries	16 (maximum 40; it returned 17)
Select options	Definitions and Real world application (also available: Examples, Synonyms, Antonyms, Etymology, Phonetic pronunciation)
Additional background information	Level 3 Sport and Exercise Science learners. The glossary will be printed and cut up for a matching plenary: each learner holds either a term or a definition, reads it aloud, and the learner with the matching card responds. Keep each definition to one or two sentences in plain English, and write it so it does not contain the term itself.
Suggest Pixabay image searches?	No
Link to pronunciation example?	Yes

What it produced

Term	Definition	Real-world Application
Aorta	The largest artery in the body, carrying oxygen-rich blood from the heart to the rest of the body.	During exercise, the aorta delivers oxygenated blood to muscles to support physical activity.
Vena Cava	Large veins that carry deoxygenated blood from the body back to the heart.	The vena cava plays a key role in the circulation process, returning blood to the heart after it has delivered oxygen to tissues.
Left Atrium	The upper left chamber of the heart that receives oxygen-rich blood from the lungs.	Blood enters the left atrium before being pumped to the rest of the body during physical exertion.
Right Atrium	The upper right chamber of the heart that receives deoxygenated blood from the body.	The right atrium collects blood that has circulated through the body and prepares it for oxygenation in the lungs.

Each entry has a definition, a real-world link to sport and a pronunciation link.

The Glossary exports to CSV, PDF, Word, Google Drive, Microsoft Excel and Google Classroom. Export to PDF or copy into Word if you want to keep the pronunciation links.

WATCH FOR

Some real-world lines name the term itself ("The vena cava plays a key role..."). Leave that column out of the matching game and use it as a second round of clues.

Find Your Match: a plenary where every learner speaks

1. Export the glossary to Excel, put terms and definitions on separate cards, then print and cut them out.
2. Shuffle and hand one card to every learner.
3. A learner stands and says their term clearly.
4. Whoever thinks they hold the definition stands and reads it aloud.
5. The class agrees or challenges. If it's right, the pair sits together. If not, the class helps find the true match.
6. That pair becomes the partnership for the next task.

MAKE IT HARDER

The definition holder puts their card down and explains the term in their own words first, then reads the card to check.

Eight more ways to use one glossary

Match and sit

Hand out cards at the door. Learners find their match to find their seat. Random pairings, and retrieval before anyone sits down.

I have... Who has...?

Rearrange the glossary into a loop: each card holds one term ("I have aorta") and the next definition ("Who has the chamber that receives blood from the lungs?"). Pass round until the loop closes.

Say it, don't name it

One learner explains the term without using it and their partner guesses. Swap after each card.

Hot seat

One learner sits facing away from the board. The class gives the definition and the learner names the term.

Sketch it

Thirty seconds to draw the term with no words. Partners guess. Dual coding in action.

Glossary bingo

Learners choose nine terms for a grid. Read out definitions; they cross off the matching term.

Odd one out

Show four terms, such as aorta, vena cava, pulmonary vein and septum. Which doesn't belong, and why? Any answer can be right if it is justified.

Say it right

Use the pronunciation links as a warm-up. Particularly valuable for learners with English as an additional language.

09 · PUTTING IT TOGETHER

One lesson, five generators

Here is how the five outputs fit into a single retrieval-rich lesson: memory at the start and end, evidence in the middle and participation throughout.

START

Very Short Answers

Do Now on mini whiteboards, with two questions from last month

5 min

CHECK

Multiple Choice

One hinge question after the main teaching

2 min

ENGAGE

True or False

Stand up, sit down, then fix the false in pairs

5 min

PLENARY

Glossary

Find Your Match. Pairs stay together for next lesson

8 min

HOME

Flash Cards

Leitner box until the next lesson

Spaced

A useful rule of thumb for the hinge question: if a large share of the class chooses the same distractor, reteach before moving on.

10 · BEFORE YOU USE IT

Generate. Review. Refine. Decide.

TeacherMatic drafts around 80 percent. Your expertise makes the final 20 percent count. Before anything reaches learners, run three quick checks.

- ☐ **Is it accurate?** Check every answer key, especially absolute words such as always and never.
- ☐ **Is it fair and accessible?** Consider the reading load, the wording, the scenarios and the learning needs of the group.
- ☐ **Is it purposeful?** Know whether you are using it for memory, evidence or participation, and what you will do with the answers.

The TeacherMatic SAFE AI Framework

S Safeguarding Data
& Privacy**A** Augmenting
Professional
Judgement**F** Fairness &
Inclusion**E** Ethical &
Transparent
Practice

Every strategy in this guide keeps you in charge: the AI drafts, you decide what is right for your learners.

Try this week

STEP 1**Pick your topic**

Choose the topic your learners always seem to forget.

STEP 2**Generate one resource**

Copy an input from this guide and add your own Additional Information.

STEP 3**Run one strategy**

Fix the false, a Do Now or Find Your Match. Then notice what the answers tell you.

Thank you!

Pick the topic your learners always forget, run it through one generator this week and try one strategy from this guide.

Prompt library: shor.by/prompts

Free self-paced course: teachermatic.com/course

All links and past Deep Dives: teachermatic.com/links

Upcoming webinars: teachermatic.com/resources/webinars

Newsletter: teachermatic.com/resources/join-the-newsletter

Recordings on YouTube: youtube.com/@teachermatic



Scan for the prompt
library

The recording and a write-up blog usually arrive in your inbox seven to ten days after the session.