

Visual Learning Tutorial



Introduction to Inspiration

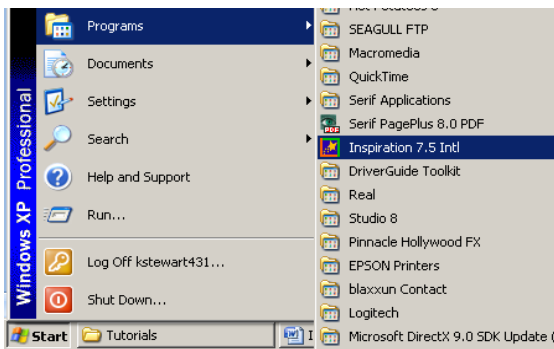


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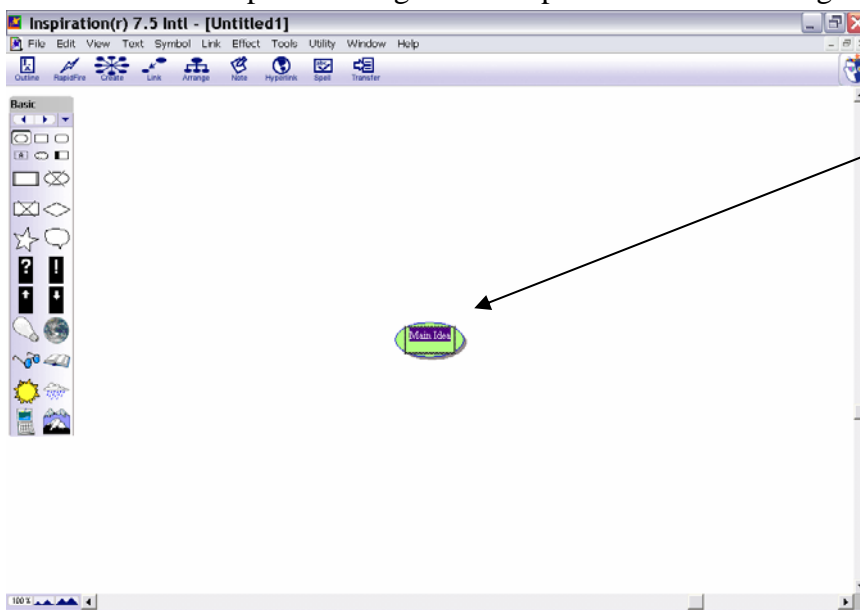
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Getting Started

To open the program, go to **Start → Programs → Inspiration 7.5Intl.**



A new untitled Inspiration diagram will open with the following screen:



The default colour for the symbol is green.

Quick way to change the colour of the symbol:-

- Click
- Effect
- Fill Colour
- Colour choice

The program has two main views or environments: *Diagram View* and *Outline view*. As you work, both will keep track of your ideas. You may wish to work exclusively in Diagram View to create a graphical organiser or map showing how ideas interconnect or, you can work in Outline view where you might create and write a report.

It is easy to switch between the different views using the **Outline/Diagram**



button on the toolbar or by using the keyboard command (**Ctrl+T**). [top](#)

Change the Inspiration Settings

When you change the default settings, the changes apply to all new Inspiration documents.
To change the default settings for the Inspiration program:-

Click the Utility menu and choose Default Settings.

Select Change, click Next.

Choose default settings for symbols and set as follows :-

For Fill Colour → select yellow; For Line Colour → select blue; click Next.



At default settings for links, click Next.

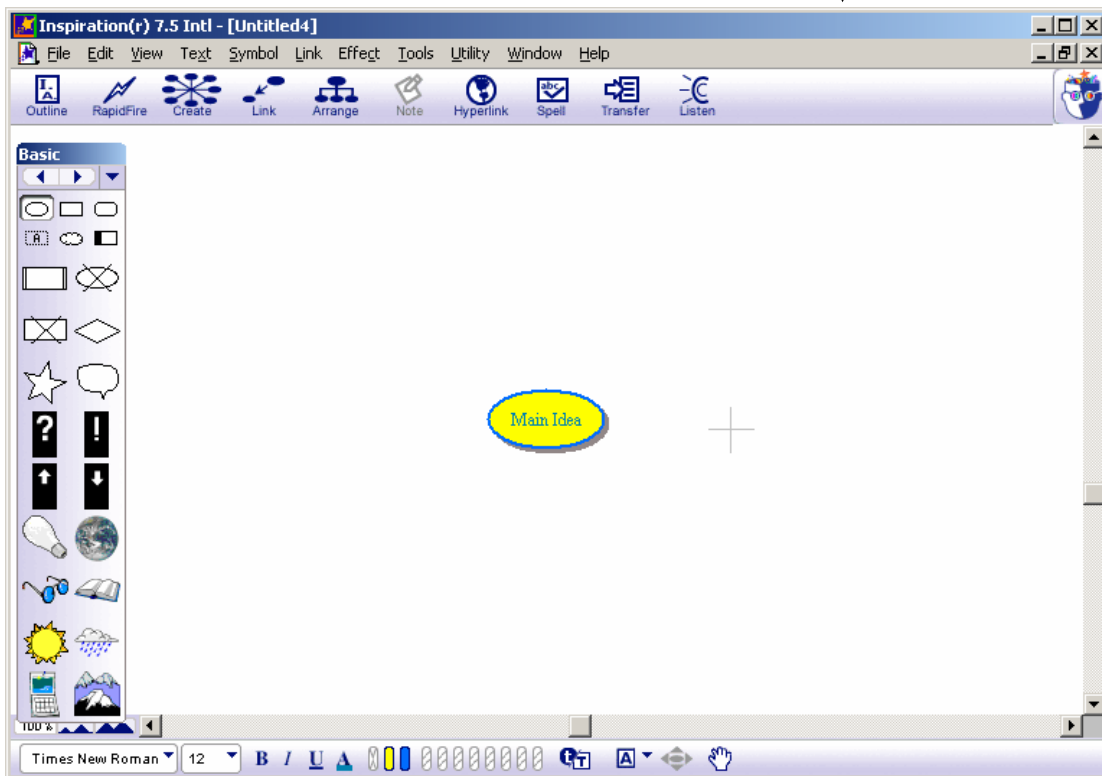
At default settings for notes, click Next.

At default settings for Outline View, click Next.

At default page layout & printing options for Diagram View and Outline View click Next.

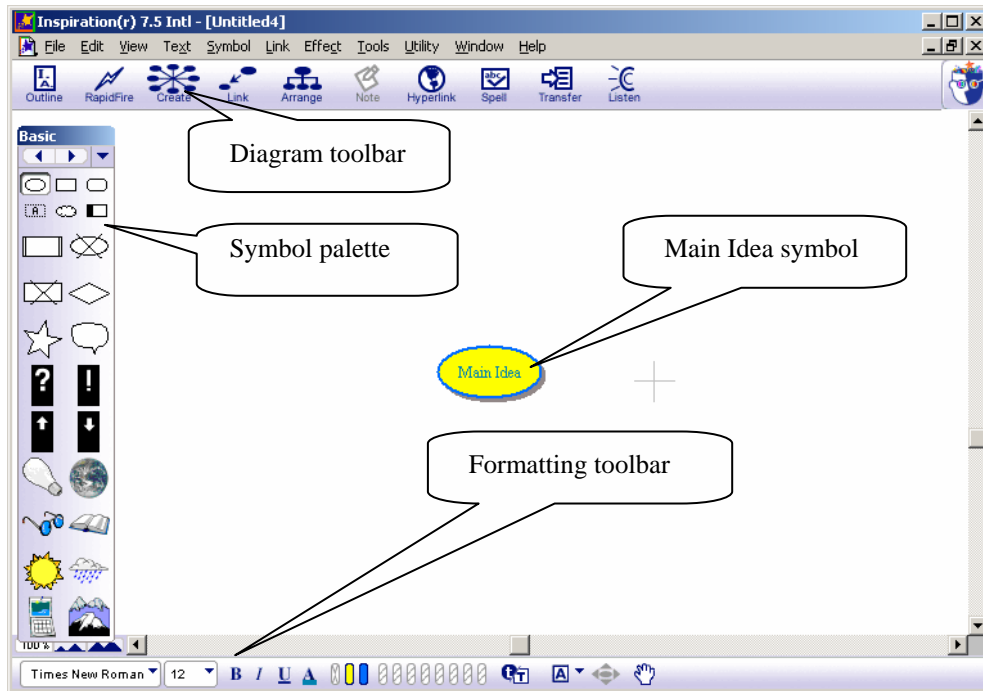
To save the changes, click Finish.

Inspiration will apply the changes to the settings for symbols



Using Diagram View

Inspiration opens in Diagram View and this is where you process, organise and prioritise information visually. The key functions of the program are available from main toolbar along the top of the screen, the formatting toolbar along the bottom and the Symbol palette on the left.



Entering the main idea or topic

To enter a topic, simply click on the placeholder text, *Main Idea*, and type in your own topic e.g. *Assessment is for Learning*.

Using the Create tool

There are different ways to create new symbols in Diagram View but the easiest is to add a linked symbol using the Create tool which allows you to add a new linked symbol in the direction you choose.

1. Select the topic title on the Diagram toolbar and position the cursor over the upper right point on the **Create** button.




Click the top right point to create a new linked symbol in that direction.

Rolling the cursor over a point on the Create button will highlight the direction in which the new symbol will be created.

- Click the upper right point and a new symbol appears connected to and diagonally above the topic symbol. This symbol is selected and ready for you to enter an idea.
- Type *Assessment AS Learning* into the new symbol.

Adding a second linked symbol

Use the Create tool again to add a second linked symbol.

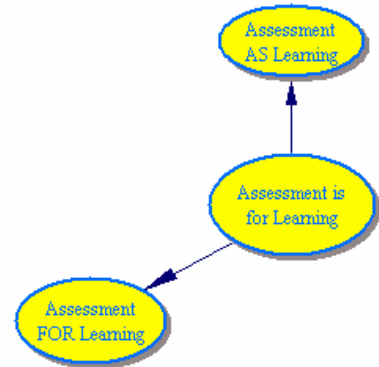
- Select the **Assessment is for Learning** symbol. This time you will see that there is a Subtopic quick Control near the upper right corner of the symbol.  This icon appears next to a symbol to show that it has a sub-topic.

- On the **Diagram toolbar**, position the cursor over the lower left point on the **Create** button.



Click the lower left point to create a new linked symbol in that direction.

- Click the lower left point to create a new symbol connected to and diagonally below the topic symbol.
- Type *Assessment FOR Learning* into the new symbol.
- Press **Shift+Enter** to end text entry and select the symbol.

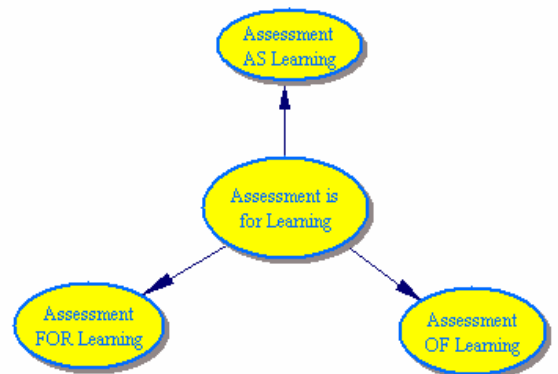


- Select the **Assessment is for Learning** symbol. Click the lower right point to create a new symbol connected to and diagonally below the topic symbol.



Click the lower right point to create a new linked symbol in that direction.

- Type *Assessment OF Learning* into the new symbol.
- Press **Shift+Enter** to end text entry and select the symbol.




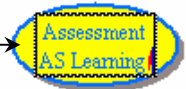
Using The RapidFire tool

The RapidFire tool adds a series of linked ideas to a symbol. This allows you to concentrate on entering information rather than creating symbols one at a time. It places ideas in a freeform structure so there is no need to think about organising yet.

1. Select the **Assessment AS Learning** symbol → on the **Diagram** toolbar click the **RapidFire** button.

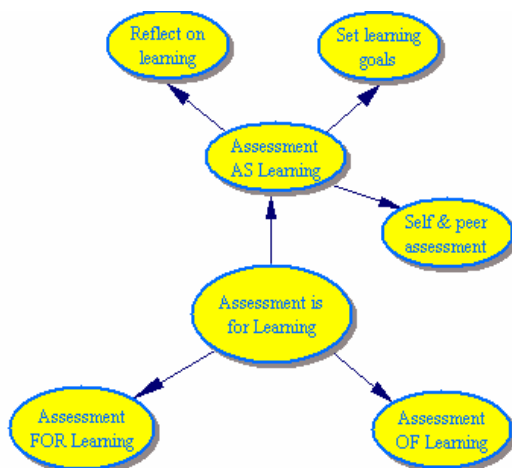


This icon  appears in the symbol to show that the tool is switched on.



2. Type *Reflect on learning* → press **Enter**.
3. Type *Set learning goals* → press **Enter**.
4. Type *Self & peer assessment* → then click the **RapidFire** button again to turn it off.

Your diagram should now look something like this:

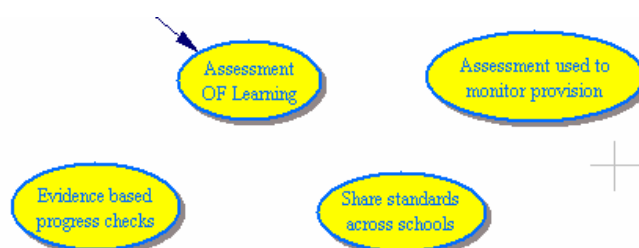


If you make a mistake while entering text into a symbol, simply double-click the text then select the words to change and type over them. You can also insert text by clicking where you want to make a correction and entering new text.

Point and Type

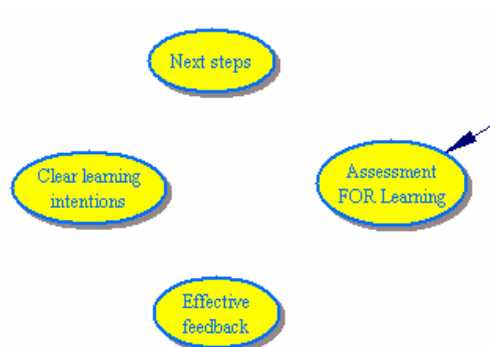
Another method for adding new symbols is *Point and Type*. This method allows you to add some ideas that you want to link later. Inspiration will automatically create a symbol to hold the text.

1. Click anywhere in the open area of the diagram below or to the right of *Assessment OF Learning*.
2. Type *Evidence based progress checks* and a symbol will automatically be created to hold the text that is not lined to any other symbol.
3. Repeat 1. and 2. for *Share standards across schools*
4. Repeat 1. and 2. for *Assessment used to monitor provision*
5. Click away from the symbol to deselect it.



Adding symbols to Assessment FOR Learning

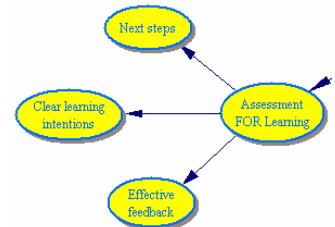
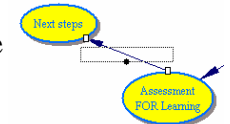
1. Click anywhere in the open area of the diagram to the left of *Assessment FOR Learning*.
2. Type *Next steps* and a symbol will automatically be created.
3. Repeat 1. and 2. for *Clear learning intentions*
4. Repeat 1. and 2. for *Effective feedback*
5. Click away from the symbol to deselect it.



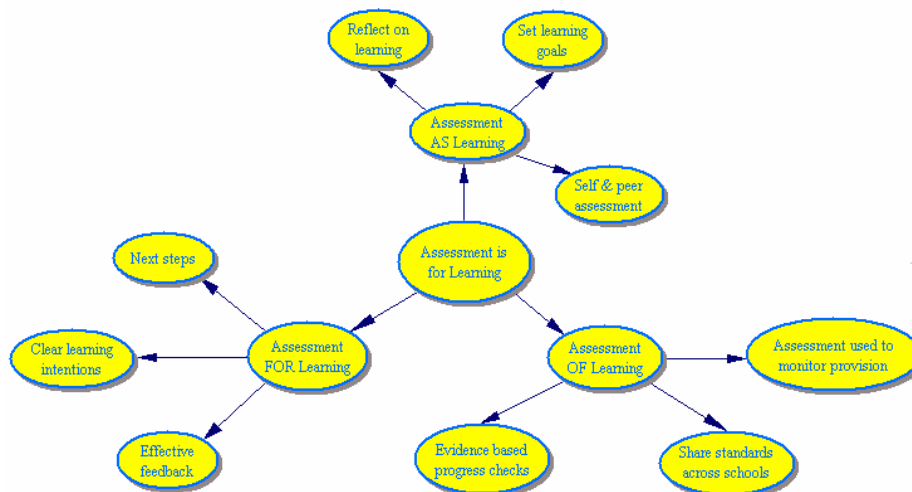
Using the Link Tool

The Link tool is used to show connections and relationships between symbols.

1. Select the **Assessment FOR Learning** symbol. This is where the link will start.
2. On the **Diagram** toolbar, click the **Link** button to turn on the Link tool. The cursor will change:
3. Click the symbol, **Next steps** this is where the link will end. A link with the arrowhead pointing to the Next steps symbol will appear.
4. Click the **Assessment FOR Learning** symbol again then click on the **Clear learning intentions** symbol. A second link appears and the arrowhead points to the Clear learning intentions symbol.
5. Repeat 4. for the **Effective feedback** symbol
6. Click the Link button again to turn off the Link tool.



Task – Use the link tool to link **Assessment OF Learning** to the symbols *Evidence based progress checks*, *Share standards across schools* and *Assessment used to monitor provision*



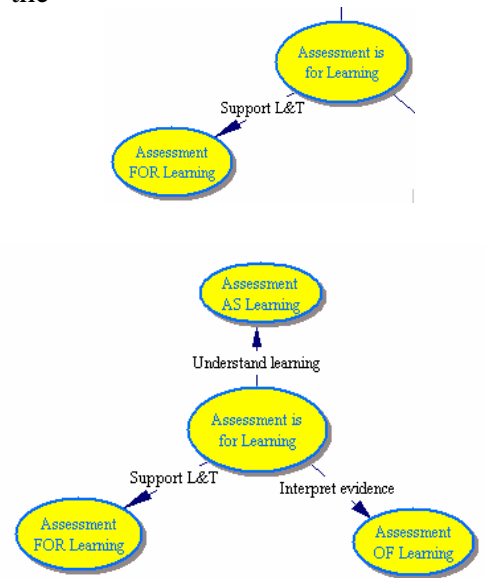
Adding text on the link

Each link has a text box that appears when the link is selected. Adding text can help define the relationship between the symbols.

1. Select the link between the **Assessment is for Learning** symbol and the **Assessment FOR Learning** symbol. When a link is selected you see the outline of the text box associated with that link.
2. Type *Support L&T*. Click off the link to deselect it.

Task – Add the text *Understand learning* between the **Assessment is for Learning** symbol and the **Assessment AS Learning** symbol.

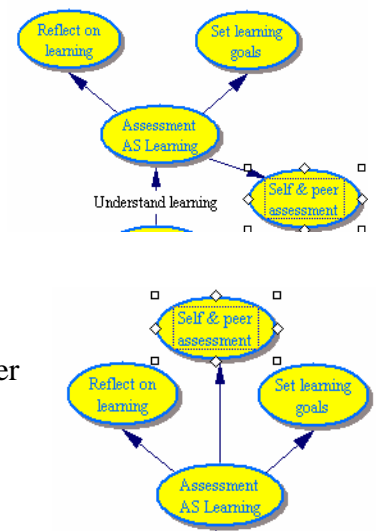
Add the text *Interpret evidence* between the **Assessment is for Learning** symbol and the **Assessment OF Learning** symbol.



Moving symbols

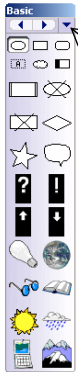
You can also move a symbol to another location in the diagram.

1. Select the **Self & peer assessment** symbol.
2. Drag the symbol so that it is directly above the **Assessment AS Learning** symbol. Release the mouse button when it is above and between the **Reflect on learning** and **Set learning goals** symbols. Notice that the link is still attached so you never lose the connection between ideas when you rearrange the diagram.

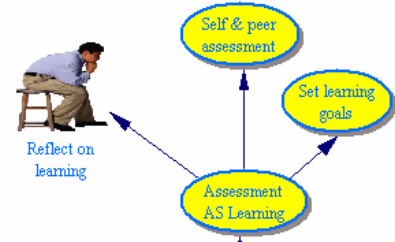


Using the Symbol palette

Any symbol in the diagram can easily be replaced with one from the Symbol palette. The symbols are organised into categories and libraries.



1. Select the **Reflect on learning** symbol.
2. On the **Symbol** palette, click on the Select Library button → navigate to the **People** category. Choose **People 2**.
3. Click on the **Teen boy** and the *Reflect on learning* symbol will automatically change to the picture of the Teen boy.



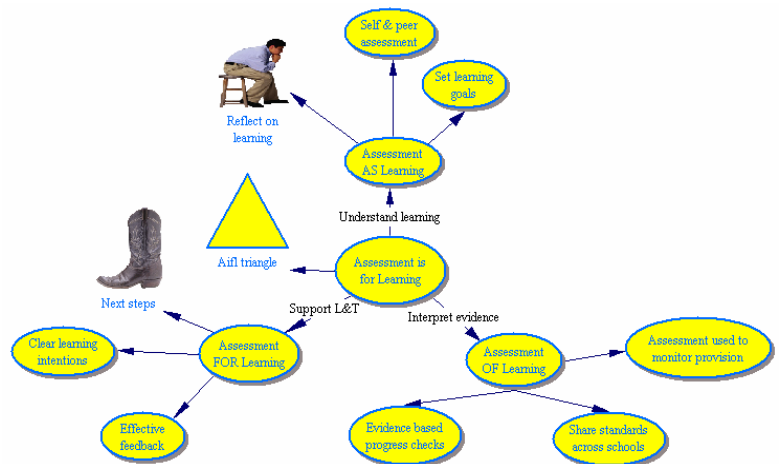
Task – Replace the **Next steps** symbol with the **Boot** symbol. The **Boot** symbol can be located in the **Everyday** → **Common 2** category



Drag and Drop

It is easy to add a symbol from the Symbol palette to represent a new idea using drag and drop. Like point and click, using this method the symbol is not connected to any other symbol.

1. On the Symbol palette click the Select Library button to navigate to the **Maths** → **Geometry** category → select **Equilateral triangle**.
2. Drag the **Equilateral triangle** symbol and position it to the left of the **Assessment is for Learning** symbol and release the mouse button.
3. Type in *AifL triangle* and link the two symbols.



There are two ways to find symbols from the Symbol libraries; using the Select library button or simply by scrolling through the libraries using the right and left arrows.

Try this now.

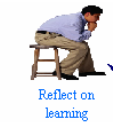
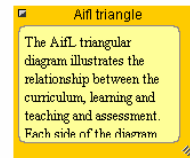


Adding Notes

The Note tool allows you to expand or clarify your ideas by adding notes to symbols.



1. Select the **AifL triangle** symbol. On the **Diagram** toolbar, click the Note button. A note will open below the symbol.
2. Type *The AifL triangular diagram illustrates the relationship between the curriculum, learning and teaching and assessment. Each side of the diagram contains the following links : Assessment FOR Learning, Assessment AS Learning and Assessment OF Learning.*



Use the note title bar to drag the note to the desired position.




Changing the colour of symbols

Colour is good for customising the look of symbols and helps distinguish items in a diagram or a group of related ideas.

1. Select the symbols **Assessment AS Learning** , **Self & peer assessment** and **Set learning goals**.



To select more than one item, press the Shift key and click each item or, click and hold down the mouse to drag a selection box around them.

2. On the **Formatting** toolbar, click the **Fill Colour** button  and choose a colour from the palette. Choose a light colour to allow the text to show up against the symbols' fill colour.
3. Click off the symbols to deselect them.



Saving your work

While working, it is always a good idea to save your document on a regular basis.

1. On the **File** menu choose **Save As**. A dialog box appears with the main idea as the file name.
2. Navigate to the folder you want to save it in.
3. Click **Save**, the file is saved with an .isf extension.

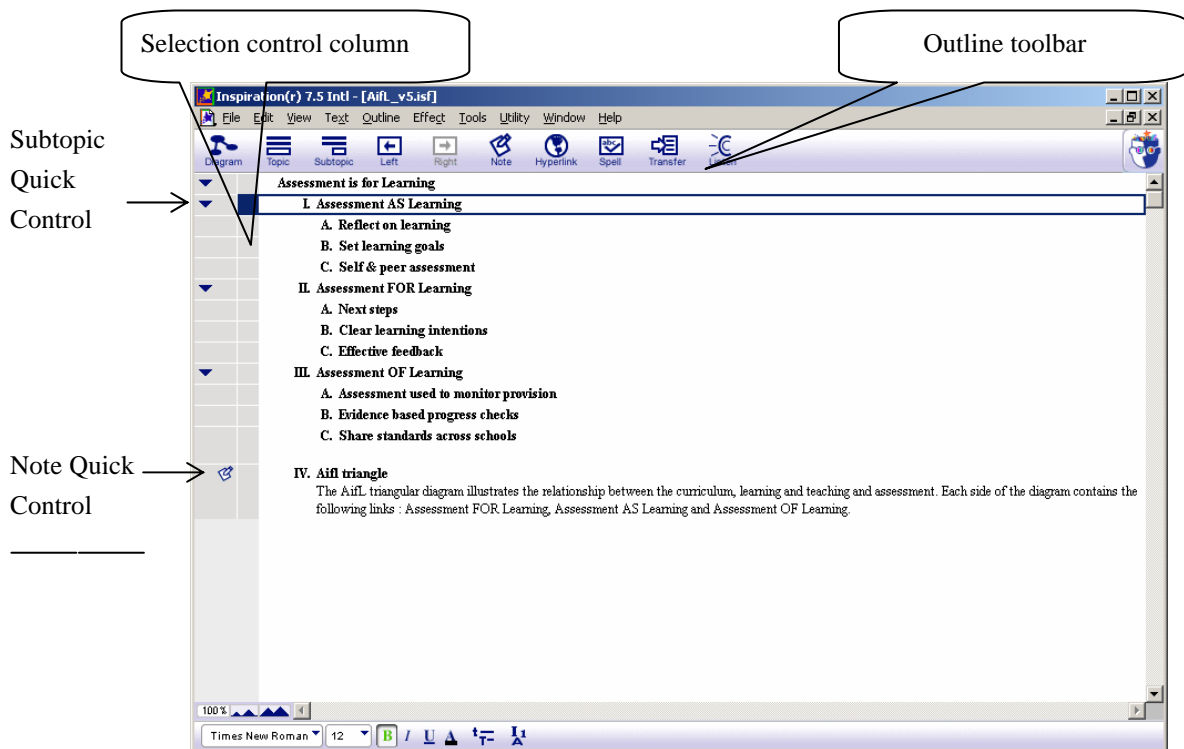
Using Outline View

Up until this point you have been working in Diagram View creating a visual map of your ideas. The other environment in Inspiration which is fully integrated is Outline View. When you switch to Outline View, your information is structured in a conventional hierarchy.

1. Select the **Assessment AS Learning** symbol.
2. Click on the Outline button on the Diagram toolbar.



The diagram is transformed into an outline. The symbols now appear as topics and subtopics and the Note text is visible. You can see the style of the text layout in Outline view – the main topic is listed at the head of the list and the sub-topics, which are indented, follow. The text for each sub-topic is further indented. You can switch between views – Outline and Diagram – without losing the relationship between ideas




Here is what Outline View looks like.

Because the two environments are integrated, you can work in either view and any changes made to your work is always reflected in the other.


Adding a topic

You can add a new topic in Outline View just as you can add a new symbol in Diagram View.

1. Select the **Assessment is for Learning** topic by clicking in the **Selection Control** column. A selection box appears around the topic to show that it is selected.
2. On the **Outline** toolbar, click the **Topic**  button. A new topic is inserted and automatically assigned a prefix. The cursor moves to the new line ready to enter text for your new idea.
3. Type *Assessment*

Adding a subtopic

Adding a subtopic allows you to provide information related to or supplemental to a topic.

1. With **Assesment** selected, click the **Subtopic** button on the **Outline** toolbar.  When you add a subtopic, it will automatically indent one level below the selected topic and be assigned a prefix. Again, the cursor moves to the next line so you can enter text for the new idea.

2. Type *Classroom assessment involves high quality interactions, based on thoughtful questions, careful listening and reflective responses*

▼	Assessment is for Learning
▼	I. Assessment
	A. Classroom assessment involves high quality interactions,
▼	II. Assessment AS Learning
	A. Reflect on learning
	B. Set learning goals
	C. Self & peer assessment
▼	III. Assessment FOR Learning
	A. Next steps
	B. Clear learning intentions
	C. Effective feedback
▼	IV. Assessment OF Learning

Moving a topic by dragging

There are many ways to organise your outline but the simplest is by dragging a topic (and its subtopics) up or down in the outline.

1. Select the **Classroom assessment involves ...** topic.
2. Drag the topic and position it directly below the **Assessment FOR Learning** subtopic and release the mouse button.

Deleting a topic

It is easy to delete any topic or sub-topic.

1. Select the **Assessment** topic (by clicking on it).
2. Press the Delete key.

▼	Assessment is for Learning
▼	I. Assessment AS Learning
	A. Reflect on learning
	B. Set learning goals
	C. Self & peer assessment
▼	II. Assessment FOR Learning
	A. Classroom assessment involves high quality interactions,
	B. Next steps
	C. Clear learning intentions
	D. Effective feedback
▼	III. Assessment OF Learning


Changing the level of a topic

Should you decide a topic belongs at a lower or higher level in the outline, it is easy to move a topic within the hierarchy. Simply click on the topic you wish to move and use the **Left** and **Right** buttons on the **Outline** toolbar to move the topic up or down the hierarchy.





Hide and Show subtopics

To make it easier to organise an outline, it is often useful to hide subtopics.

1. Click the **Subtopic Quick Control**  to the left of the **Assessment FOR Learning**. The subtopics are now hidden.
2. Click the Subtopic Control again to show the subtopics.



Adding notes

Notes text is a good way to develop ideas in Outline View. You can add anything from one sentence to several pages of text.


1. Select the **Next steps** topic.
2. On the **Outline** toolbar, click the **Note**  button. The cursor moves to a new line so you can enter the notes text.
3. Type *pupils participate in a dialogue about their learning, for example they are involved in self and peer assessment, identifying strengths and identifying next steps in their learning and discussing their progress across the curriculum*. When you add a note, a Note Quick Control  appears in the Note control column to the left of the topic.

Hide and show notes

Just as you can hide and show subtopics, you can hide and show notes.

With the **Next steps** topic selected, click the **Note Quick Control**  to hide the notes text. The Note Quick Control changes to show that the note is now hidden. 

Setting topic defaults

You can set defaults for any or all topic levels and notes. Default options include, font, size, colour and style. Simply click on a topic at any level and from the Formatting toolbar click the Topic Defaults  button. The Topics Default dialog box will open.

Switching from Outline View to Diagram View

1. Select the **Assessment is for Learning** topic if it is not already selected.

2. On the Outline toolbar, click the **Diagram**



button.

Adding a hyperlink

You can enhance your project by integrating resources from the Internet. You can also hyperlink to a document created with Inspiration or another application.

1. Select the words **AifL triangle** in the symbol.

2. On the Diagram toolbar click the Hyperlink



button and the Hyperlink dialog box will appear.

3. Select **Web Page**.

4. In the Link to box, type <http://www.ltscotland.org.uk/assess/aiflschools/triangle.asp>

5. Click off the symbol to deselect it.

Transferring to a word processor

You can if you wish transfer your work to a word processor for publication. Click the Transfer button on the Outline



toolbar.

Inspiration will automatically launch your preferred word processor and transfer your work. The new document retains the look and structure of your Inspiration outline. When transferring from Diagram View, a picture of the diagram also appears.

Using the templates

Inspiration has a series of templates to help you get started quickly. It is also easy to create your own templates and save them.

1. From the **File** menu, select **Open Template....** You will see that the templates are organised by subject area and type.

2. From the **Open Template** dialog box select one of the template folders and click **Open**. Select the template you wish to use then click **Open**.

Pedagogy and Inspiration

Inspiration is an application that allows you to think and learn visually. It provides an integrated outlining environment to develop ideas through visual representation and association into organised written documents. The combination of visual and linear thinking helps deepen understanding of concepts, increase memory retention, develop organisation skills and tap creativity. Here are a couple of possible ways that Inspiration can be used

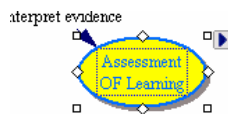
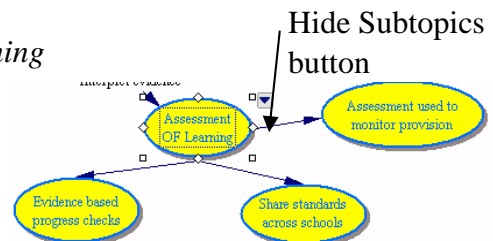
Two different methodologies will be examined:

1. Assessment is for Learning

The main points of the Assessment is for Learning programme have been visually represented using Inspiration, which was the main objective of our tutorial. This tutorial was chosen primarily to give a context for finding out how to use Inspiration. However, as a consequence of completing the tutorial, you should be a bit more au fait with Assessment is for Learning. So what would be the best way to pass this information on? In other words how would this type of lesson (training) be delivered?

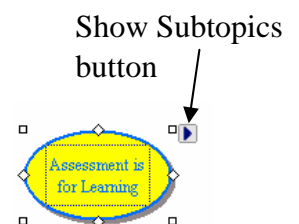
Our main resource would be the diagram we produced using Inspiration but we would introduce it with only the Main Idea displayed. This is achieved by using the Hide and Show topics feature of the program. Let's explore the preparation that is required in detail:-

- ❖ Open the Inspiration diagram *Assessment is for Learning*
- ❖ Click on the **Assessment OF Learning** symbol, you should see Hide Subtopics button appear
- ❖ Click the button and the subtopics disappear

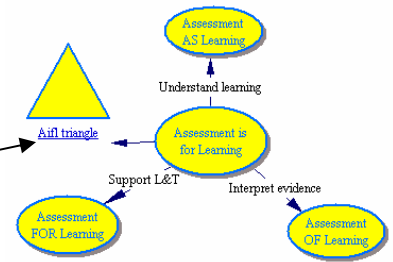


- ❖ Repeat this process for the **Assessment FOR Learning** and **Assessment AS Learning** symbols
- ❖ Click on the **AifL triangle** and Hide the Note (same method as topics)
- ❖ Click on the **Assessment is for Learning** symbol and Hide Subtopics

You now have only the main topic displayed – the starting point for the lesson delivery.



You should begin by introducing the topic and setting the scene. Then you can move into the different areas of assessment and the purpose of the AifL triangle. At this stage you should click on the Show Subtopics button to bring up the subtopic symbols.



As the words 'Aifl triangle' are hyperlinked to the Assessment is for Learning website you can use this to provide additional information. Just click on the link to bring up the website (assuming you have an internet connection).

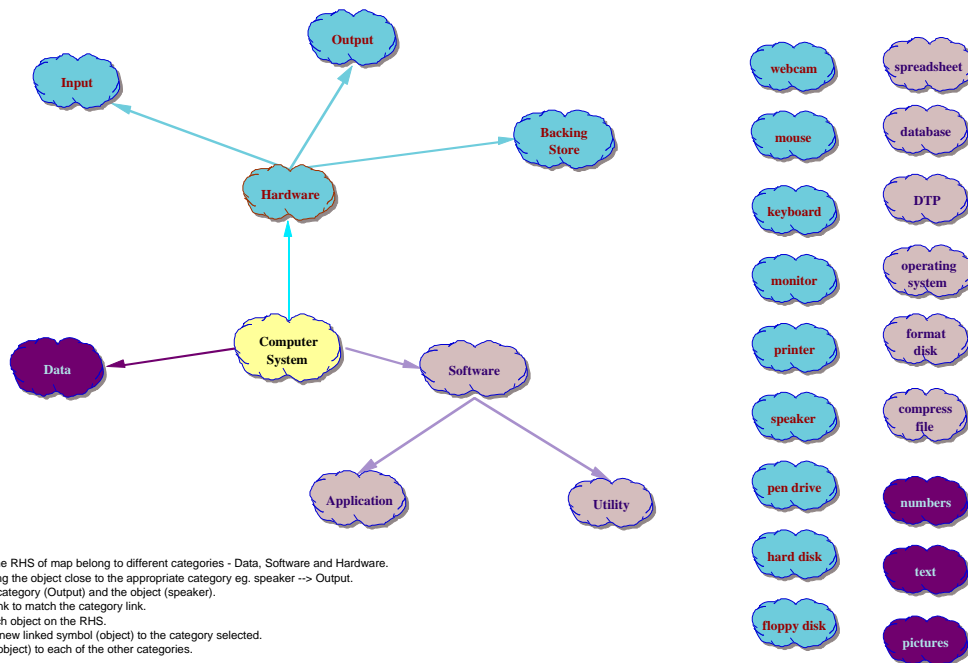
You would proceed in the same manner and introduce each of the different areas of Assessment. This would involve clicking on the respective symbol, clicking on the Show Subtopics button and providing an overview of the related subtopics. Once you have finished your delivery you can hand out a printed copy of the diagram for reference or ask them to add to the diagram or comment on certain aspects or give examples of each subtopics in their environment or.....

2. Computer System – classification of main parts

Let us take the example of classifying information first. This is a skill and technique that applies to all subject learning. Basically it is the ability to classify given items of information into associated categories. This aspect of comprehension is derived from Bloom’s Taxonomy and the first example applies to ICT and Computing.

Classification:

Computer System - Hardware, Software and Data



- How to use this template**
1. Identify which objects on the RHS of map belong to different categories - Data, Software and Hardware.
 2. Classify an object by moving the object close to the appropriate category eg. speaker --> Output.
 3. Create a link between the category (Output) and the object (speaker).
 4. Change the colour of the link to match the category link.
 5. Complete steps 2-4 for each object on the RHS.
 6. Choose a category. Add a new linked symbol (object) to the category selected.
 7. Add a new linked symbol (object) to each of the other categories.

Note: RHS - Right Hand Side. Open notes for category explanation.

Using a colour coded system as above, computer systems (yellow) has been divided into 3 classes:- Hardware (blue) , software (pinkish) and data (purple). Examples of each class are listed at the side of the main diagram structure and the objective is to add them to the diagram by linking them with the correct class. This should help the pupil in two ways – they will become more familiar with the names of items that belong to each class and they will be able to associate the item with its correct classification.

For example, spreadsheet is listed (in pinkish) which indicates that it belongs to software, but they need to know whether it is an application or an utility (two further sub-classifications). This could be adapted for any set of items that belong to different classes or groups.

This exercise or activity can be delivered in a number of different ways depending on the classroom environment that you find yourself in. With a minimum of a PC and a projector, the teacher could present this exercise to the class and outline the learning intention – to classify items of a computer system in terms of hardware, software and data. Following an introduction, you could take one item at a time and discuss where it belongs and why. This could be repeated until all the items have been added to the diagram.

This can then be converted to word and issued for revision.

Alternatively, this could be completed as worksheet activity. A copy of the template, as above, would be issued and instructions given to complete the diagram on a blank piece of paper with all the items added in the correct place.

What would improve this exercise would be the inclusion of pictures for each object in the diagram. The picture acts as a memory link the identification and use of any specific item. Pictures can be easily added using Inspiration and this is covered in the Symbol Palette section.