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Judith Mansilla

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## **Applying Visual Thinking Strategy in Classroom**

Dr. Judith Mansilla

Department of History

This presentation demonstrates how to apply Visual Thinking Strategy (VTS) in the classroom, and its positive effects. This pedagogical method consists of using visual materials to assist students understanding and analyzing complex concepts, or information. In my teaching, VTS allow my students to comprehend large historical processes, such as the beginning of the globalization process that occurred when Columbus reached the New World or the complexity of miscegenation in Spanish America. In this occasion I will present on how I apply VTS to illustrate the early cultural and material exchanges between the Old and the New World. These exchanges became global as early as the late fifteenth-century, when our current process of globalization began.

I emphasize the topic of globalization because students identify themselves as active participants of this current process, which they associate with largescale and speedy interactions.

Consequently, they tend to overlook the dynamic exchange of people, goods, and ideas that occurred between the Old and New Worlds after Columbus' discovery, as these interaction were not as fast-moving. Using maps and art objects, my presentation motivates students to see cultural connections between the Old and the New World, contextualizing them historically. Specifically, my presentation includes a map that illustrates the official trading routes that the Spanish and Portuguese empires established by the seventeenth century. These commercial networks, extended over the world, overlapping with illegal and foreign trade that competed with the official one. It was through these commercial channels that people, goods, and ideas moved from one place to another, expanding the economic, political, and cultural connections of societies, that could be distant physically. The cultural transmission is evident, among other areas, in their material production, such as art and manufacture work. In the presentation, I will include diverse objects produced by local artisans in Spanish America during the seventeenth and eighteenth centuries. New World's manufacturers borrowed patterns and designs from Asia and Europe to apply them to their products, or replicated Old World's material goods using local materials and designs. Looking at the cultural exchange evident in the production of these objects, students are able to realize how the early globalization process developed.