Introduction
Students in BIO 110 workshops expressed concern regarding the presentation of lecture material and exam questions, which often involved the interpretation of diagrams, graphs, and charts. The ability to reproduce such is needed in order to succeed in the class. They feel this caters only to visual learners and discriminates against verbal learners.

Objective
This study was designed to see if students who identify themselves as visual learners succeed more in workshops than those who identify themselves as verbal learners.

Hypothesis
Since the lecture material and exam questions often incorporate illustrative elements, students who identify themselves as visual learners will provide more complete answers to workshop questions compared to verbal learners.

Methods
• Two different surveys were randomly distributed to 3 different workshops asking for gender, class year, major, anticipated grade, and to distinguish whether the individual was more of a visual learner or a verbal learner.
• Visual learners were defined to be those who obtain information better by pictures, diagrams, graphs, etc. While verbal learners were defined to be those who learn best with formulas, text, speech, and processes.

Results
• Overall average level of correctness for Verbal Learners: 2.04
• Overall average level of correctness for Visual Learners: 2.17
• Average level of correctness for Verbal Learners with Written Answers: 2.04
• Average level of correctness for Verbal Learners with Drawn Answers: 2.00
• Average level of correctness for Visual Learners with Written Answers: 1.85
• Average level of correctness for Visual Learners with Drawn Answers: 2.18

Conclusion
Overall visual learners performed slightly better in terms of providing complete answers to workshop questions. However, the difference in average scores was insignificant, so our results are inconclusive. When we analyzed how students were asked to answer the question, visual learners performed better when they provided a drawing to accompany their answer. There was no difference in performance between the answering style of verbal learners. We did not find enough significant evidence to support our hypothesis.

References
Richard Felder’s *Dimensions of Learning Style* provided by Dr. Catherine Perez and Dr. Anthony Olek