

# Analysis of Findings

Connects your statistical observations to your foundational sources; each discussion should “address” (shed light – not “answer”) on your research question.

## *Justifies a new understanding or conclusion*

I. Organize your “Analysis of Findings” by your previously established analytical categories (match your “Instrument” and “Findings” presentations) – this structure helps create some consistent organization and structural continuity for your paper.

II. Within each analytical category, group statistical observations that share a similar theme. Closely review how your foundational sources for tone and organization (emulate as best you can). A simple organization might look something like that described below.

### **Paragraph One**

A. Review Most Significant Statistical Findings – Consider simply relisting a group of “like” observations in a list or small table. (e.g. when directly comparing means with your foundational source, consider presenting two lists – “statistically significant findings”, “no statistically significant difference”). Remember you are only analyzing your most significant findings, not every mean or proportion for which you gathered information.

B. Create Context - Review a foundational source conclusion/claim, before or after reviewing your findings.

C. Implications for Research Question – What does this tell you about your population and topic in general? What does this data tell us about the population that’s different than found in the foundational population? Does this finding support or refute your hypothesis/”educated” expectation? Stay narrow – remember no one set of questions or single survey “proves” an answer to your research question. Make it clear through your analysis that your question has nuance (not a “Yes” or “No” question).

### **Paragraph Two**

Consider Subpopulations – Take your conclusion, and determine whether it applies equally to all members of your population (male vs. female, upperclassman vs. lower classman, use social media less than 5 hours per day vs. more than 5 hours per day). Consider showing a small table/graphic display (e.g. bar chart) comparing means of subpopulations. Give implication for research question (see paragraph one comment).

### **Paragraph Three**

Implications For “Community of Practice” – How would your findings for this category influence the design and direction of future research? Don’t give grand implications, be humble but be confident in standing by what you found.