

The background features a gradient from red at the top to blue at the bottom, overlaid with faint, semi-transparent circular patterns and a scale. The scale on the left side is marked with numbers from 140 to 260 in increments of 10. Several circular elements, some with arrows, are scattered across the background, suggesting a technical or scientific theme.

RESULTS/FINDINGS & DISCUSSION/CONCLUSION

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AGENDA

- Frame these two chapters
- Discuss the components necessary for each chapter
- Open Discussion

FRAMING THE RESULTS/FINDINGS CHAPTER AND THE DISCUSSION/CONCLUSION CHAPTER

Results/Findings

- This is the time and space to *identify and interpret* your results/findings.
- Identify your results/findings.
- Interpret (using your theoretical framework and analytical approaches) what these findings/results mean so that readers can understand what your study found.

Discussion/Conclusion

- This is the time and space to *discuss the implications* of your results/findings.
- How can they be used in practice? What are the next steps necessary to continue the research? What might future research on your topic look like?

CHAPTER 4: “RESULTS OF THE STUDY” (QUANT.) OR “FINDINGS OF THE STUDY” (QUAL.)



- **Purpose:** Report the results of the data that were collected. Findings are essentially major themes derived from your rigorously analyzed data. Findings center on your research questions, and while they don't necessarily have to “answer” your RQs (sometimes findings aren't as straightforward as that), they need to connect to them.

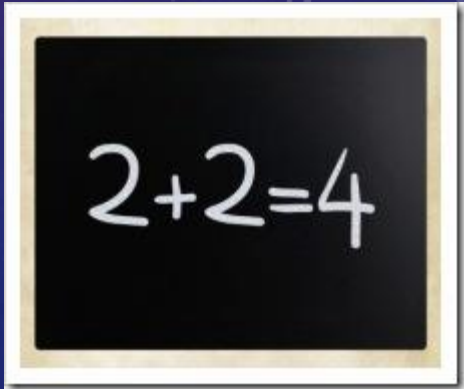
WRITING MOVES FOR THIS CHAPTER

- Write findings statements at the beginning of each of your findings sections (ideally, this would be the first sentence of the first paragraph for that finding...Ex: *What became clear from this study was that students, in verbalizing their perceptions of feedback, discussed it in terms of their prior experiences, most of which took place in a school setting or were school-related, and furthermore, these experiences and attitudes influenced their current experiences with feedback.*)
- Use headings and multiple levels of headings as necessary (this helps to guide readers)
- As you discuss your data, remember to include your reflection on it (e.g., if you use quoted material, be sure to explain it and how it connects to the finding)
- You should reference other scholarly literature as it pertains to your findings, but you don't want to overdo it. This section/chapter is where you feature your own voice as it relates to scholarship. Remember, in this instance, readers want to read about YOUR study, not someone else's.
- Include sentences that identify the "so what" of your finding. You should do more than just identify the finding by going one-step further and saying what it means to the phenomena under study.
- Try not to discuss implications of your findings (this is hard to do). You will discuss these in chapter 5/section (Discussion)

WRITING UP THE RESULTS/FINDINGS: A FORMULA

- In scientific, academic writing, we use a basic formula when we are trying to prove something, and it follows:

claim + evidence + interpretation = proof


$$2+2=4$$

EXAMPLE OF RESULTS/FINDINGS PARAGRAPH: CLAIM

- “What became clear from this study was that students, in verbalizing their perceptions of feedback, discussed it in terms of their prior experiences, most of which took place in a school setting or were school-related and their attitudes toward it, and furthermore, these experiences and attitudes influenced their current experiences with feedback.”

EXAMPLE OF RESULTS/FINDINGS PARAGRAPH: EVIDENCE

In discussing his perceptions of feedback, he stated:

“Certainly, I've never learned anything from anyone that knew how to write. In all honesty, I don't think I've ever listened to, paid attention to, or taken seriously any comments as far as the quality of my writing goes. Maybe if they felt that I didn't understand the assignment, that would be of interest, but as far as the quality of my writing goes, I would usually ignore that. I don't think I took writing... I don't think I've ever taken writing instruction seriously. The problem is I never really got much critical feedback, I suppose, when I was learning to write in high school. No one ever really criticized my writing. It was kind of a thing where I've never really gotten much critical feedback about the way I write.”

EXAMPLE OF RESULTS/FINDINGS PARAGRAPH: INTERPRETATION

It is apparent, then, that Finn's negative experiences with feedback in high school impacted his attitude toward receiving feedback in another academic environment— college. Notably, he was able to identify that the reason he does not value feedback is because he never received the type of constructive criticism that he was expecting to receive—a kind of feedback that would enhance his writing. His prior negative experiences with receiving feedback caused him to have a jaded view of it in college where he might have received the kind of constructive feedback he sought if only he would have been open to the possibility of it.

CHAPTER 5: “DISCUSSION AND CONCLUSION” OR “DISCUSSION”

- **Purpose:** This is the section where the results/findings are discussed and conclusions are drawn. It is here that you will look back to the Review of the Literature chapter to either support or contradict what the collected data indicate. Recommendations for future study would also be presented in this chapter.

TYPICAL CONTENT IN THE DISCUSSION/CONCLUSION

- Summary of the study
- Significance/contributions of your study
- Practical implications
- Suggestions for future research
- Limitations of the study
- Conclusion
 - References to scholarship in the context of your findings and implications (how does your study “sit with” the scholarship?)
 - A deeper, more nuanced discussion of your findings



ADVICE FOR WRITING CONCLUSIONS: INWARD AND OUTWARD-FACING WRITING MOVES

- **Reflect** on what you've learned from your study and how it will impact your own practices moving forward (inward-facing)
- **Make connections** to prior scholarship and put your study in dialogue with it (inward-facing)
- **Leave** readers with a question related to your topic and what you've been arguing (outward-facing)
- **Paint** a picture, or make a **prediction** of the negative things that could happen if your admonitions aren't taken (outward-facing)
- **Imagine** what good could come from persuading readers to see it "your way" and to act accordingly (outward-facing)
- **Write a call to action**, or inspire readers to take a desired action based on reading your RAP (outward-facing)
- **Theorize** about what future research is needed related to your topic (outward facing)
- **Discuss** how these findings might be relevant to others (outward facing)

OPEN DISCUSSION



- What questions or concerns do you have for these two chapters?

RESOURCES

- Dr. Kelsie Endicott, kjendicott@umes.edu
- <https://wwwcp.umes.edu/grad/graduate-writing-center/>
- <https://wwwcp.umes.edu/grad/writing-resources/>
- Use models from your discipline to help you write!



SCAN ME