



YPAR in School

Lesson #20 Writing About Your Findings



Objective

To write the data analysis & methodology sections of the conference proposal

Activity: Data Analysis Idea Organizer

Materials

- ❑ Handout “Data Analysis Idea Organizer”

Pre-Activity

After the description of how you collected your data (research methods) you will explain what you learned after you analyzed your data. This should be 1-2 paragraphs that explain what you have discovered through your research. Use your “original research analysis” sheet as a guide.

Organize your paragraph(s) around any patterns that you see in your data. Overall, how does your data answer your research question, and what is the evidence to support this answer?

These are analytical paragraphs that you should be written in a similar way to the body paragraphs of your analytical essays. You can use the organizer included in this Q3 packet a guide. You should be sure to address the following:

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Activity #1: Data Analysis Ideas Organizer

- ❑ Present the most important data (percentages, bar graph, key quotes, common themes in the responses or observations)
- ❑ Analysis -- does your data answer your research question? If so, what is it telling you?
 - You should do this by pulling out the themes and patterns you observe in your data
 - If it does not answer your research question, does it suggest something else or raise new questions

Activity

Provide students with the Data Analysis Idea Organizer with sample analysis.

Activity #2: Methodology Section

- ❑ Handout “Methodology Section Handout”

Activity

Provide students with the Methodology section handout with sample paragraph. There is a checklist to ensure all questions are addressed.

It may be helpful to go over vocabulary terms again.



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Data Analysis Idea Organizer Paragraph #1

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Main Idea This is the topic sentence of your paragraph that expresses one key point from your data that helps answer your research question. | |
| Introduce Evidence Before stating the statistic (if you did surveys) or quote (if you did interviews), make sure it is clear where the information came from. | |
| Evidence Use one of the statistics you looked at in class today. Don't forget to put the citation in the parenthesis | |
| Analysis Explain what the evidence means and how it connects to your main idea and helps answer your research question. | |
| Transition to another piece of evidence | |
| Analysis Explain what the evidence means and how it connects to your main idea and helps answer your research question. | |
| Concluding Sentence | |



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Data Analysis Idea Organizer Paragraph #2

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Main Idea This is the topic sentence of your paragraph that expresses one key point from your data that helps answer your research question. | |
| Introduce Evidence Before stating the statistic (if you did surveys) or quote (if you did interviews), make sure it is clear where the information came from. | |
| Evidence Use one of the statistics you looked at in class today. Don't forget to put the citation in the parenthesis | |
| Analysis Explain what the evidence means and how it connects to your main idea and helps answer your research question. | |
| Transition to another piece of evidence | |
| Analysis Explain what the evidence means and how it connects to your main idea and helps answer your research question. | |
| Concluding Sentence | |



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Data Analysis Idea Organizer

Sample Data Analysis

The most important, consistent finding from my research is that students expressed dissatisfaction with the current school lunch. **More than half, 57% of the students surveyed**, disagreed with the statement that there should be healthier lunch options. The majority of students, surveyed at this school site, are resistant to healthier meals served during lunch. It is possible that this desire to avoid healthier lunch options is a result of the low quality, distasteful meals currently provided. **In an interview, one current junior said: "...the kitchen should prepare the vegetables better because they come out soggy and bland. If adults really want young people to eat healthier, they should provide us with better tasting vegetables and fruits."** Consequently, the quality of food, whether healthy or not, has a greater influence on whether a student will be enthusiastic about school lunch. The low-quality options that are offered could have an impact on students' physical development as well as their performance in the classroom. Students deserve fresh vegetables, fruits, grains and sources of protein that are both healthy and appealing. In addition to higher quality food, **93% of the students agreed** that there should be more hot meals served during lunch. From my findings, there is a demonstrated need to provide nutritious warm meals for students during lunch.

An additional important finding is that there is a high demand for school lunches to provide a greater variety of options. According to my research, **91% of students agreed** that there should be more than one option for lunch. Echoing these sentiments, **a survey respondent stated: "...we just don't have enough variety in what we can eat each day...it's just one offering."** It is evident that students want a more colorful variety of foods provided in their cafeterias. Moreover, a greater diversity of options is a necessity. Students spend the majority of their weekday at school and should not have to run the risk of skipping a meal due to extremely limited offerings. A healthy food diet requires variety, which is what an overwhelming majority of these students are demanding. Our role, as a school, is to not only feed our students intellectually, but nutritiously too.

****notice transition words are underlined and **evidence** from original research is **bolded******



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Methodology Section Handout

In this first section of your research paper, you will talk about how you went about collecting data about your research question, which is called your *methodology*. The methodology, which is like the procedures in a lab report, should address the following questions:

- How did you collect the data?
- When did you collect the data?
- Where did you collect the data?
- Why did you choose to collect data in this way (meaning, surveys, observations, interviews, etc.)?
- Who did you choose to collect data from and why?
- What was the experience like?
- What difficulties or obstacles did you have to overcome?

Sample Methodology

Our research methodology required collecting both quantitative data through surveys and qualitative data through surveys and field notes in order to analyze the current realities of school lunch at Campus International School Upper Campus. We hope to shed light on the following questions through our research: 1) Are students being provided healthy lunch options in school? 2) How many of the foods served are processed foods? 3) Should students have multiple options for lunch? To answer these questions, we conducted a survey which helped us to better understand students' attitudes toward school lunch, the priorities of CMSD in developing school lunch programs and menus, and whether or not it needs to be improved. In addition to the survey data, we conducted observations of students in the lunch room to gain more insight into what students were eating and what food choices we observed to be available during lunch, and listen to students' reactions to their lunch choices. We recruited respondents for our survey by asking CIS students in person and using social media like Facebook to find others online. We had 45 students respond to our survey.