Analysis of your research findings

For **each** of your findings, please include the following three parts of information.

WHAT

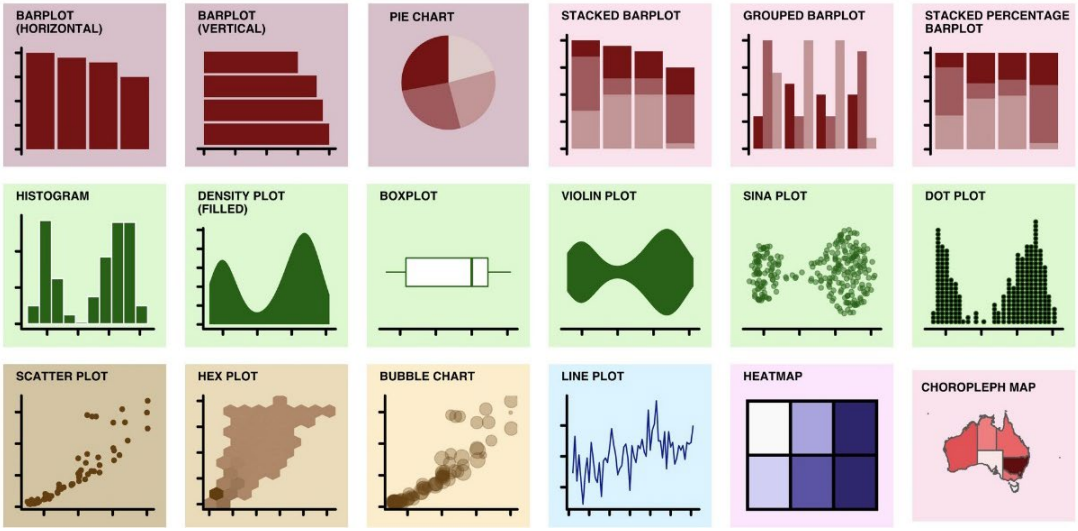
What have you found in your research?

- **Summarize** the finding using a single sentence.

- **Visualize** the data.
  - ✧ Comparison: The relative importance or contribution of A and B (**bar chart**, pie chart, nightingale rose chart, radar chart, stacked area graph)
  - ✧ Distribution: The frequency or spread of data over an interval or a range (**box & whisker plot**, histogram, bubble chart, density plot).
  - ✧ Correlation: The dependence of A on B (**2D or 3D scatter plot**, contour plot)
  - ✧ Trend: The temporal evolution of data (**line chart**, bar chart, stacked area graph)
  - ✧ Relationship: The connection between A and B (**Sankey diagram**, chord diagram, Venn diagram)
  - ✧ Process: The procedure of doing a thing (**flow chart**, Gantt chart)

  To find some ideas about visualization, please visit: https://datavizcatalogue.com/search.html

- **Describe** the visualized data.



WHY

Why do you think this finding is justified or substantiated?

- **Justify** the finding to convince readers and/or reviewers.
  - ✧ Comparison: The similarities between your finding and earlier studies.
    - ✧ Quote the source by using its exact language with quotation marks or in a block quotation.

- ✧ Paraphrase the source by restating a short passage in your own words.
- ✧ Summarize the source by restating its ideas in fewer words than the original. Good writers select only the details that will support their focus, deleting irrelevant information.

✧ Example: A real-world case in agreement with your finding.

✧ Reasoning: The logic flow from "premises" (some statements that are assumed to be true, according to the literature or common sense) to "conclusions," or from "causes" to "effects."

- ✧ Direct proof: To support "if P, the Q", go straightforward into the logic flow.
- ✧ Proof by contradiction (reduction to absurdity): To support "P is true", establish "if P is not true, then something absurd would happen." (e.g., "*The Earth cannot be flat; otherwise, we would find people falling off the edge*.")
- ✧ Proof by contraposition: To support "if P, then Q", establish "if not Q, then not P." (e.g., "*If x^2 is even, then x is even" is equal to "if x is not even, then x^2 is not even.*")

To know more about premises and conclusions, please visit: https://courses.lumenlearning.com/basicreadingandwriting/chapter/outcome-logic-and-structure/

SO WHAT

Why do you think this finding is important to academia, policymakers, and/or the public?

- Explain how this finding addresses what needs of academia, policymakers, and/or the public.
- Echo the "significance" or "innovation" parts in the Introduction section. If a point is not there, then go back to the Introduction section to add it and then echo it in this place.