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Dissertation discussion is the chapter where you explore the relevance, significance, and meanings of your findings allowing you to showcase your talents in describing and analyzing the results of your study. Here, you will be expected to demonstrate how your research findings answer theresearch questions established or test the hypothesis. The
arguments you assert in the dissertation analysis and discussions chapter lay the foundations of your conclusion. It is critically important to discuss the results in a precise manner. To help you understand how to write a dissertation discussion chapter, here is the list of the main elements of this section so you stay on the right track when
writing:Summary: Start by providing a summary of your key research findings Interpretations:What is the significance of your findings important to academic and scientific communities, and what purpose would they serve?Limitations:What is the significance of your findings important to academic and scientific communities, and what purpose would they serve?Limitations:What is the significance of your findings important to academic and scientific communities, and what purpose would they serve?Limitations:What is the significance of your findings important to academic and scientific communities, and what purpose would they serve?Limitations:What is the significance of your findings important to academic and scientific communities, and what purpose would they serve?Limitations:What is the significance of your findings important to academic and scientific communities, and what purpose would they serve?Limitations:What is the significance of your findings important to academic and scientific communities.
Recommendations: Advice for other researchers and scientists who explore the topic further in future. The dissertation discussion chapter should be carefully drafted to ensure that the results mentioned in your research align with your research a
dissertations, we have comprehensive guidelines on how to write a dissertation discussion and conclusionchapters often overlap. Depending on your university, you may be asked to group these two sections in one chapter Discussion and Conclusion. In some cases, the results and discussion are put together under the Results
and Discussion chapter. Here are some dissertation examples of working out the best structure for your dissertation structure in your handbookor consult your supervisor. Start your discussion by summarising the key findings of your research questions. Avoid repeating the information you have
already stated in the previous chapters. You will be expected to clearly express your interpretation of results to answer the research questions established initially in one or two paragraphs. Here are someexamples of how to present the summary of your findings; The data suggests that, The results confirm that, The analysis indicates that, The research questions established initially in one or two paragraphs.
shows a relationship between, etc. Your audience will expect you to provide meanings of the results, although they might seem obvious to you. The results and their interpretations should be linked to the literature. There are many ways of interpreting the data,
but your chosen approach to interpreting the data will depend on thetype of research involved. Some of the most common strategies employed include; Describing how and why you ended up with unexpected findings and explaining their importance in detail Relating your findings with previous studies conducted Explaining your position with logical
arguments when/if any alternative explanations are suggested An in-depth discussion around whether or not the findings answered your research questions and successfully tested the hypothesis Examples of how you can start your interpretation in the Discussion chapter are Findings of this study contradict those of Allen et al. (2014) that, Contrary to
the hypothesized association, Confirming the hypothesis, The findings confirm that A is.. even though Allen et al. (2014) and Michael (2012) suggested B was .. What practical amplications will your study have for other researchers and the scientific community as a whole? It is vital to relate your results to the knowledge in the existing
literature so the readers can establish how your research will contribute to the existing data. When thinking of the possible consequences of your findings, you should ask yourself these; Are your findings in line with previous studies? What contribute to the existing data. When thinking of the possible consequences of your findings, you should ask yourself these; Are your findings in line with previous studies? What contribute to the existing data. When thinking of the possible consequences of your findings, you should ask yourself these; Are your findings in line with previous studies? What contribute to the existing data. When thinking of the possible consequences of your findings in line with previous studies? What contribute to the existing data. When thinking of the possible consequences of your findings in line with previous studies?
same topic? Did your findings approve or contradict existing knowledge? What are the practical implications of your study? Remember that as the researcher, you should aim to let your readers know why your study? Remember that as the researcher, you should aim to let your readers know why your study? Remember that as the researcher, you should aim to let your readers know why your study? Remember that as the researcher, you should aim to let your readers know why your study? Remember that as the researcher, you should aim to let your readers know why your study? Remember that as the researcher, you should aim to let your readers know why your study? Remember that as the researcher, you should aim to let your readers know why your study? Remember that as the researcher, you should aim to let your readers know why your study? Remember that as the researcher, you should aim to let your readers know why your study? Remember that as the researcher, you should aim to let your readers know why your study? Remember that as the researcher, you should aim to let your readers know why your study? Remember that as the researcher, you should aim to let your readers know why your study? Remember that as the researcher, you should aim to let your readers know why your study? Remember that as the researcher is the researcher of the readers know and the readers know and
(2017) and John (2013) suggested that B, The results of this study completely contradict the claims made in theories, These results are not in line with the theoretical perspectives, The statistical analysis provides a new understanding of the relationship between A and B, Future studies should take into consideration the findings of this study
becauseImprove your works language, structure, style, and overall quality. Get help from our experienced dissertation, Editing, and Improvement Services. We have expert writers on our team who are skilled at helping students with
dissertations across various disciplines. Guaranteeing 100% satisfaction! Almost every academic research has some limitations. Acknowledging them will only add to your credibility as a scientific research research has some limitations. Acknowledging them will only add to your credibility as a scientific research rese
including but not limited to unexpected research obstacles, specific methodological choices, and the overall research design. Avoid mentioning any limitations that may not be relevant to your research aim, but clearly state the limitations that may not be relevant to your research aim, but clearly state the limitations that may not be relevant to your research aim, but clearly state the limitations that may have affected your results. For example, if you used a sample size that included a tiny population, you may
not generalise your results. Similarly, obstacles faced in collecting data from the participants can influence the findings of your study. Make a note of all suchresearch limitations, but explain to the results. The authenticity of the findings may
have been influenced by. The obstacles in collecting data resulted inIt is beyond the framework of this research work should include the areas
that your own work could not report so other researchers can build on them. Sometimes the recommendations are a part of theconclusion chapter. Some examples; More research is needed to be performed. Future research needs to focus on Remember that the discussion section of a dissertation is the heart of your research because a) it will indicate
your stance on the topic of research, and b) it answers the research questions initially established in the Introduction chapter. Every piece of information you present here will add value to the existing literature within your field of study. How you structured your findings in the preceding chapter will help you determine the best structure for your
dissertation discussion section. For example, it might be logical to structure your analysis/discussions by theme if you chose the pattern in your findings section. But generally, discussion based on research questions is the more widely usedstructure in academia because this pattern clearly indicates how you have addressed the aim of your
research. Most UK universities require the supervisor or committee members to comment on the extent to which each research question has been answered. You will be doing them a great favour if you structure your discussion so that each research question has been answered. You will be doing them a great favour if you structure your discussion so that each research question has been answered.
of a dissertation, all pieces of writing should start with anintroduction. Once your readers have read through your study results, you might want to highlight the contents of the subsequent discussion as an introduction paragraph (summary of your results as explained above). Likewise, the discussion chapter is expected to end with a concluding
paragraph allowing you the opportunity to summarise your interpretations. The dissertation analysis & discussion chapter is usually very long, so it will make sense to emphasise the critical points in a concluding paragraph so the reader can grasp the essential information. This will also help to make sure the reader understands your analysis. Also
Read:Research Discussion Of FindingsUseful TipsPresentation of Graphs, Tables, and FiguresIn the 1990s and early 2000s, students spent days creating graphs and figures today in a shorter period. Using Microsoft Word, STATA, SPSS,
Microsoft Exceland otherstatistical analysis software, we can now drawbeautiful-looking figures, tables, and graphs with just a few clicks and make them appear in our document at the desired place. But there are downsides to being too dependent on technology. Many students make the common mistake of using colours to represent variables when
really they have to print their dissertation paper final copy in black and white. Any colours on graphs and figures will eventually be viewed in the grayscale presentation. Recognizing different shades of grey on the same shade of grey on
a line chat, meaning your chart will become unreadable to the marker. Another trap you may fall into is the unintentional stuffingof the dissertation chapter with graphs and figures. Even though it is essential to show numbers and statistics, you dont want to overwhelm your readers with too many. It may not be necessary to have a graph/table under
each sub-heading. Only you can best judge whether or not you need to have a graph/table under a particular sub-heading as the writer. Relating to Previous Chapters As a student, it can be challenging to develop your own analysis and discussion of results. One of the excellent discussion chapter requirements is to showcase your ability to relate
previous research to your research results. Avoid repeating the same information over and over. Many students fall into this trap which negatively affects the mark of their overall dissertation paper. Concise and to-the-point information will help you effectively convey your point to the readers. Although you must demonstrate how your findings relate to
previous research, it is equally important to ensure you are not simply rewriting what has already been said in the introduction to another. This is especially important for
submitting electronic documents as .word or .pdf files. Hyperlinking is tedious and time-consuming, so you should allow for this in your dissertation. Using Subsections and Subheadings You might want to reflect on the structure of the discussion in
your organization of the dissertation discussion chapter, and for that, you will need to create sub-sections. It is essential to keep subsections to the point and as short as possible. Use a layer of subheadings if possible. For example Subsections 4.1.1 and 4.2.2. After three numerical layers
(4.1.1, 4.2.2, and 4.2.3), any subheadings need not appear in the contents table. The titles of all subsections will appear on your table of contentsso choose the wordings carefully. A title too long or too short might confuse the reader. A one or two-word subheading will not give the reader enough information to understand the section. Likewise, using a
research question or long sentences in the subheading is not recommended. It might help to examine how other researchers and writers create these subheadings. Critical Thinking Your critical thinking skills are the crux of your dissertation discussion chapter. You will do yourself a great disservice if you fail to put the critical thinking element into
the equation. After all, this exercise aims to showcase clarity in your thoughts and arguments. Markers of the dissertation give more importance to the analysis and this exercise aims to showcase clarity in your thoughts and arguments. Markers of the dissertation give more importance to the analysis and the contract 
critical thinking with their opinions on the research topic. Critical thinking is a skill developed over time, and it might be daunting for you to come to terms with the idea of critical thinking and its use in your analysis. But even if you are no expert, you must try your best. Still unsure abouthow to write a dissertation discussion chapter? Why not take
advantage of ourUK-based dissertation writing service? Your dissertation is essential to your degree, so you cannot risk failing it. With our custom writing service, you are guaranteed to have all your dissertation paper elements put into the right place. Our expert academics can help you with your full dissertation paper or a part of it. Click here to
learn more about our dissertation services. Duplication of ContentAnother critical error students make reaffirming the point the graph/chart was supposed to make. Writing out the same information as presented in the graph defeats the whole purpose of having them in the first place. You will be expected to form your opinions and arguments based on
the findings (as presented by the graphs), so keep an eye on this mistake. Finally, avoid simply inserting a graph without any explanation findings and discussion chapter. A balance must be struck. Avoid Over Interpretation This is
a major no-no when writing a dissertation discussion. Do not make an argument that isnt backed by your collected data. The results and interpreted without any
bias. How to Write the Findings of a Dissertation is discouraged. Your dis
your findings. If your research is based on a specific population, do not state that the same findings might apply in every case. As indicated previously, it is essential to acknowledge the limitations of your research. On the other hand, if you think your discussion needs to address other populations as well, start your sentence like this We speculate that.
or It is speculated that.. This will keep you from getting into any trouble. The discussion section is where you delve into the meaning, importance, and relevance of your results. It should focus on explaining and evaluating what you found, showing how it relates to your literature review, and making an argument in support of your overall conclusion. It
should not be a second results section. There are different ways to write this section, but you can focus your results mean? Implications: Why do your results matter? Limitations: What cant your results tell us? Recommendations: Avenues for
further studies or analysesNoteThere is often overlap between your discussion and conclusion, but these are usually separate sections. However, in some cases, these two sections are combined. If youre unsure about your fields best practices, check out sample dissertations in your field or your departmental guidelines. Be assured that you'll submit
flawless writing. Upload your document to correct all your mistakes. What not to include in your discussion section. Dont make inflated claims:
Avoid overinterpretation and speculation that isnt directly supported by your data. Dont undermine your research problemand concisely summarising your data. Step 1: Summarise your key findings this section by reiterating your research problemand concisely summarising your data.
major findings. Dont just repeat all the data you have already reported aim for a clear statement of the overall result that directly answers your mainresearch question. This should be no more than one paragraph. Many students struggle with the differences between a discussion section and a results section. The crux of the matter is that your results
sections should present your results, and your discussion section should subjectively evaluate them. Try not to blend elements of these two sections, in order to keep your paper sharp. Examples: Summarisation sentence starters the theory that The data
suggest that Step 2: Give your interpretations The meaning of your research question. The form of your interpretations will depend on the type of research, but some typical approaches to interpreting the data
include:Identifying correlations, patterns, and relationships among the dataDiscussing whether the results met your expectations or supported your hypothesesContextualising your findings within previous research and theoryExplaining unexpected results and evaluating their significanceConsidering possible alternative explanations and making an
argument for your positionYou can organise your discussion around key themes, hypotheses, or research questions, following the same structure as your results section. Alternatively, you can also begin by highlighting the most significant or unexpected results. Examples: Interpretation sentence startersIn line with the hypothesis Contrary to the
hypothesised association The results contradict the claims of Smith (2007) that The results might suggest that x. However, based on the findings of similar studies, a more plausible explanation is x. Step 3: Discuss the implications of similar studies, a more plausible explanation is x. Step 3: Discuss the implications of similar studies, a more plausible explanation is x. Step 3: Discuss the implications of similar studies, a more plausible explanation is x. Step 3: Discuss the implications of similar studies, a more plausible explanation is x. Step 3: Discuss the implications of similar studies, a more plausible explanation is x. Step 3: Discuss the implications of similar studies, a more plausible explanation is x. Step 3: Discuss the implications of similar studies, a more plausible explanation is x. Step 3: Discuss the implications of similar studies, a more plausible explanation is x. Step 3: Discuss the implications of similar studies, a more plausible explanation is x. Step 3: Discuss the implication is x. Step 3: Discuss the implicat
in the literature review. The discussion should show how your findings fit with existing knowledge, what new insights they contribute? and what consequences they have for theories? If they support existing theories, what new information do they contribute?
If they challenge existing theories, why do you think that is? Are there any practical implications? Your overall aim is to show the reader exactly what your research has contributed, and why they should care. Examples: Implication sentence starters These results build on existing evidence of The results do not fit with the theory that The experiment
provides a new insight into the relationship between These results should be taken into account when considering how to The data contribute a clearer understanding of While previous research has its limitations. Acknowledging these is
important to demonstrate your credibility. Limitations arent about listing your errors, but about providing an accurate picture of what can and cannot be concluded from your research process. Note You
should only mention limitations that are directly relevant to your research objectives. Then, share how much impact they had on achieving the aims of your research. Here are a few common possibilities: If you encountered problems when
gathering or analysing data, explain how these influenced the results. If there are potential confounding variables that you were unable to control, acknowledge the effect these may have had. After noting the limitations, you can reiterate why the results are nonetheless valid for the purpose of answering your research question. Examples: Limitations
sentence startersThe generalisability of the results is limited by The reliability of these data is impacted by Due to the lack of data on x, the results cannot confirm The methodological choices were constrained by It is beyond the scope of this study to Step 5: Share your recommendationsBased on the discussion of your results, you can make
recommendations for practical implementation or further research. Sometimes, the recommendations are saved for the conclusion. Suggestions for further research can lead directly from the limitations. Dont just state that more studies should be done give concrete ideas for how future work can build on areas that your own research was unable to
address. Examples: Recommendation sentence starters Further research is needed to establish Future studies should take into account Avenues for future research include Discussion section example Here is an example of how you can introduce your discussion section. Note that it includes everything mentioned above: notably research outcomes,
limitations, interpretations, and avenues for future research. If you want to cite this source, you can copy and paste the citation or click the Cite this Scribbr article button to automatically add the citation or click the Cite this Scribbr article button to automatically add the citation or click the Cite this Scribbr article button to automatically add the citation or click the Cite this Scribbr article button to automatically add the citation or click the Cite this Scribbr article button to automatically add the citation to our free Reference Generator. McCombes, S. (2022, October 25). How to Write a Discussion Section | Tips & Examples. Scribbr. Retrieved 23
June 2025, from A Simple Explainer With Examples + Free Template By: Jenna Crossley (PhD) | Reviewed By: Dr. Eunice Rautenbach | August 2021 If youre reading this, chances are youve reached the discussion chapter of your thesis or dissertation and are looking for a bit of guidance. Well, youve come to the right place! In this post, well unpack
and demystify the typical discussion chapter in straightforward, easy to understand language, with loads of examples. The discussion chapter is where you merely present and describe the analysis findings (whether qualitative or
quantitative). In the discussion chapter, you elaborate on and evaluate your research findings in terms of your research 
literature review chapter). Youll also have a look at how relevant and/or significant your findings are to your field of research, and youll argue for the conclusions that you draw from your analysis. Simply put, the discussion chapter is there for you to interact with and explain your research findings in a thorough and coherent manner. First things first:
in some studies, the results and discussion chapter are combined into one chapter. This depends on the type of study you conducted (i.e., the nature of the study and methodology adopted), as well as the standards set by the university. So, check in with your university regarding their norms and expectations before getting started. In this post, well
treat the two chapters as separate, as this is most common. Basically, your discussion chapter should analyse, explore the meaning and identify the importance of the data you presented in your results chapter. In the discussion chapter, youll give your results some form of meaning by evaluating and interpreting them. This will help answer your
reflection of your results chapter, its vital that you dont report any new findings. In other words, you cant present claims here if you didnt present the relevant data in the results chapter first. So, make sure that for every discussion point you raise in this chapter, youve covered the respective data analysis in the results chapter. If you havent, youll
need to go back and adjust your results chapter accordingly. If youre struggling to get started, try writing down a bullet point list everything you found in your results chapter. From this, you can make a list of everything you need to cover in your discussion chapter. Also, make sure you revisit your research questions or hypotheses and incorporate the
relevant discussion to address these. This will also help you to see how you can structure your chapter logically. Now that youve got a clear idea of what the discussion chapter is and what it needs to include, lets look at how you can go about structuring this critically important chapter. Broadly speaking, there are six core components that need to be
included, and these can be treated as steps in the chapter writing process. Step 1: Restate your research problem, as well as your research aim(s) and research questions. If you have hypotheses, you can also briefly mention
these. This reminder is very important because, after reading dozens of pages, the reader may have forgotten the original point of your research or been swayed in another direction. Its also likely that some readers skip straight to your discussion chapter from the introduction chapter, so make sure that your research aims and research questions are
clear. Step 2: Summarise your key findings from your results chapter. This may look different for qualitative research may touch on correlations and causal relationships. Regardless of the
methodology, in this section you need to highlight the overall key findings in relation to your research questions. Typically, this section only requires one or two paragraphs, depending on how many research questions you have. Aim to be concise here, as you will unpack these findings in more detail later in the chapter. For now, a few lines that
directly address your research questions are all that you need. Some examples of the kind of language youd use here include: The data suggest that The dat
are led by them. Step 3: Interpret your results Once youve restated your research problem and research question(s) and briefly presented your key findings, you can unpack your results Section dont introduce new information. From a structural perspective, it carry
be a wise approach to follow a similar structure in this chapter as you did in your results chapter. This would help improve readability and make it easier for your results discussion by qualitative themes, it may make sense to do the same here. Alternatively, you may structure this
chapter by research questions, or based on an overarching theoretical framework that your results, youll want to assess how your findings compare to those of the existing research (from your literature review chapter).
Even if your findings contrast with the existing research, you need to include these in your discussion. In fact, those contrasts are often the most interesting findings. In this case, youd want to think about why you didnt find what you were expecting in your data and what the significance of this contrast is. Here are a few questions to help guide your
discussion: How do your results relate with those of previous studies? If you get results that differ from those of previous studies, why may this be the case? What do your findings, be careful not to draw conclusions that arent
substantiated. Every claim you make needs to be backed up with evidence or findings from the data (and that data needs to be presented in the previous chapter results). This can look different studies; qualitative data may require quotes as evidence, whereas quantitative data would use statistical methods and tests. Whatever the case
every claim you make needs to be strongly backed up. Step 4: Acknowledge the limitations of your study. These limitations of the study. These limitations of your study from the scope or theoretical basis to the analysis method(s) or sample. For example, you may
find that you collected data from a very small sample with unique characteristics, which would mean that you are unable to generalise your results to the broader population. For some students, discussing the limitations of their work can feel a little bit self-defeating. This is a misconception, as a core indicator of high-quality research is its ability to
accurately identify its weaknesses. In other words, accurately stating the limitations of your work is a strength, not a weakness. All that said, be careful not to undermine your own research. Tell the reader what limitations exist and what improvements could be made, but also remind them of the value of your study despite its limitations. Step 5: Make
recommendations for implementation and future research Now that youve unpacked your findings and acknowledge the limitations for future research The first thing to discuss is how your findings can be used in
the real world in other words, what contribution can they make to the field or industry? Where are these contributions applicable, how and why? For example, if your research is on communication in health settings, in what ways can your findings be applied to the context of a hospital or medical clinic? Make sure that you spell this out for your reader
in practical terms, but also be realistic and make sure that any applications are feasible. The next discussion point is the opportunity for future research. In other words, how can other studies build on what youve found and also improve the findings by overcoming some of the limitations in your study (which you discussed a little earlier). In doing this
youll want to investigate whether your results fit in with findings of previous research, and if not, why this may be the case. For example, are there any factors that you dont just say that more research is needed on
the topic, also comment on how the research can build on your study. Step 6: Provide a concluding summary Finally, youve reached your final stretch. In this section, youll want to provide a brief recap of the key findings in other words, the findings that directly address your research questions. Basically, your conclusion should tell the reader what
your study has found, and what they need to take away from reading your report. When writing up your concluding summary, bear in mind that some readers may skip straight to this section from the opening section of the chapter. Now that
you know what the discussion chapter is, what to include and exclude, and how to structure it, here are some tips and suggestions to help you craft a quality discussion chapter. When you write up your discussion chapter is, what to include and exclude, and how to structure it, here are some tips and suggestions to help you craft a quality discussion chapter. When you write up your discussion chapter is, what to include and exclude, and how to structure it, here are some tips and suggestions to help you craft a quality discussion chapter.
directly to the discussion chapter. Your discussion should use the same tense as your introduction, and it should also make use of the same key terms. Dont make assumptions about your readers. As a writer, you have hands-on experience with the data and so it can be easy to present it in an over-simplified manner. Make sure that you spell out your
findings and interpretations for the intelligent layman. Have a look at other theses and dissertations from your institution, especially the discussion sections. This will help you to understand the standards and conventions of your university, and youll also get a good idea of how others have structured their discussion chapters. You can also check out
our chapter template. Avoid using absolute terms such as These results prove that, rather make use of terms such as suggest or indicate. It is highly unlikely that a dissertation or thesis will scientifically prove something (due to a variety of resource constraints), so be humble in
your language. Use well-structured and consistently formatted headings to ensure that your reader can easily navigate between sections, and so that your chapter flows logically and coherently. If you have any questions or thoughts regarding this post, feel free to leave a comment below. Also, if youre looking for one-on-one help with your discussion
chapter (or thesis in general), consider booking a free consultation with one of our highly experienced Grad Coaches to discuss how we can help you. The discussion chapter is where you critically examine your own results in the light of the previous state of the subject as outlined in the background, and make judgments as to what has been learnt in
your work (Evans et al., 2014: 12). Whilst the results chapter is strictly factual, reporting on the data on a surface level, the discussion is rooted in analysis and interpretation, allowing you and your reader to delve beneath the surface. Next, we will reviewsome of the most important factors to consider when writing your discussion chapter. Reference
 Evans, D., Gruba, P. and Zobel, J. (2014) How to Write a Better Thesis. 3rd Edtn. New York: Springer. Like the results, there is no single way to structure youre dealing with qualitative, quantitative or mixed-methods research. Its good to be consistent with
the results chapter, so you could structure your discussion chapter, where possible, in the same way as your results. When it comes to structure, its particularly important that you guide your discussion. You should do this by structuring sections of your discussion, which might be results.
incorporate three or four paragraphs around the same theme or issue, in a three-part eyele that embodies a typical essay structure of introduction, main body and conclusion. Figure 1: The three-part eyele that embodies a typical essay structure of introduction three-part eyele that embodies a typical essay structure of introduction three-part eyele that embodies a typical essay structure of introduction three-part eyele that embodies a typical essay structure of introduction three-part eyele that embodies a typical essay structure of introduction three-part eyele that embodies a typical essay structure of introduction three-part eyele that embodies a typical essay structure of introduction three-part eyele that embodies a typical essay structure of introduction three-part eyele that embodies a typical essay structure of introduction three-part eyele that embodies a typical essay structure of introduction three-part eyele that embodies a typical essay structure of introduction three-part eyele three-part eyele that embodies a typical essay structure of introduction three-part eyele three-part ey
topic sentence where you clearly state the focus of this paragraph/section. Its often a fairly short, declarative statement in order to grab the readers attention, and it should be clearly related to your research purpose, such as responding to a research purpose, such as responding to a research question. Main body This constitutes your analysis where you explore the theme or focus, outlined in
the topic sentence, in further detail by interrogating why this particular theme or finding emerged and the significance of this data. This is the evaluative stage of the cycle where you bring in the relevant secondary literature. Conclusion This is the evaluative stage of the cycle where you bring in the relevant secondary literature.
answering the relevant research question and establishing new knowledge. It could be a single sentence, or a short paragraph, and it doesnt strictly need to appear at the end of every section or theme. Instead, some prefer to bring the main themes together towards the end of every section or theme. Instead, some prefer to bring the main themes together towards the end of every section or theme. Instead, some prefer to bring the main themes together towards the end of every section or theme. Instead, some prefer to bring the main themes together towards the end of every section or theme. Instead, some prefer to bring the main themes together towards the end of every section or theme. Instead, some prefer to bring the main themes together towards the end of every section or theme.
you evaluate the significance of your discussion and tell the reader what this means. Tip:Use these evaluative sentences or paragraphs to answer the vital question, 'So what?'This might sound glib, but your evaluation should demonstrate to the reader why this new knowledge matters. This is often how youre taught to construct a paragraph, but the
themes and ideas you engage with at dissertation level are going to extend beyond the confines of a short paragraph. Therefore, this is a structure to guide how you write about particular themes or patterns in your discussion. Think of this structure to guide how you write about paragraph; in a slightly larger form to
shape a subsection of a chapter; and in its largest form to shape the entire chapter. You can 'level up' the same basic structure to accommodate a deeper breadth of thinking and critical engagement. Using secondary literature review) in order to
contextualise and deepen your readers understanding of the findings. This might help to strengthen your findings, or you might find contradictory evidence that serves to counter your results. In the case of the latter, its important that you consider why this might be and the implications for this. Its through your incorporation of secondary literature
that you can consider the question, What do we now know that we didnt before? Limitations are directly associated with your results
and the capacity to interpret and analyse those results. Think of it this way: the limitations in your methodology refer to the issues identified before conducting the research, whilst the limitations in your methodology refer to the issues identified before conducting the research. For example, you might only be able to identify a limitation about the
external validity or generalisability of your research once you have processed and analysed the data. Try not to overstress the limitations of your work doing so can undermine the work youve done and try to contextualise them, perhaps by relating them to certain limitations of your work doing so can undermine the work youve done and try to contextualise them, perhaps by relating them to certain limitations of your work doing so can undermine the work youve done and try to contextualise them, perhaps by relating them to certain limitations of your work doing so can undermine the work your limitations of your work doing so can undermine the work your limitations of your work doing so can undermine the work your limitations of your work doing so can undermine the work your limitations of your work doing so can undermine the work your limitations of your work doing so can undermine the work your limitations of your work doing so can undermine the work your limitations of your work doing so can undermine the work your limitations of your work doing so can undermine the work your limitations of your work doing so can undermine the work your limitations of your work doing so can undermine the work your limitations of your work doing so can undermine the work your limitations of your work doing so can undermine the work your limitations of your work doing so can undermine the work your limitations of your work doing so can undermine the work your limitations of your work doing so can undermine the work your limitations of your work doing so can undermine the work your limitations of your work doing so can undermine the work your limitations of your work doing so can undermine the work your limitations of your work doing so can undermine the work your limitations of your work doing so can undermine the work your limitations of your work doing so can underwine the work your limitations of your work doing so can underwine the work your limitations of your work doing so can underwine the work your limitations of your limit
with some recommendations for future research. This creates a neat linearity from what didnt work, or what could be improved, to how other researchers could address these issues in the future. This helps to reposition your limitations in a positive way by offering an action-oriented response. Try to limit the amount of recommendations you discuss
too many can bring the end of your discussion to a rather negative end as youre ultimately focusing on what should be done, rather than what you have done. You also dont need to repeat the recommendations in your conclusion if youve included them here. Tip: When reading academic articles published by authors in your field, look out for the
moments when they suggest how future studies might expand upon their present findings. The phrasings and framings they use might help you understand how to achieve this 'writing move' in your own work. You may, or may not, have a particular section of your dissertation or thesis entitled 'Discussion'. The term 'discussion' encompasses various
meanings. In the context of academic writing, however, it typically denotes two primary activities. 1. Considering research findings and their implications (i.e. providing a novel interpretation). When it comes to dissertations and research
articles, the discussion sections are arguably the most intricate parts due to their multifaceted components. They are the part of your writing where you refer to experimental data, findings, literature reviews previously discussed in your study and, most importantly, provide a unique but informed interpretation. These sections often revolve around a
'statement of result', claim or a significant 'discovery.' Given that there are usually multiple results, or interpretations, discussion sections in longer texts are commonly structured as a series of discussion cycles. Below, we have outlined the most prevalent moves within one of these cycles and provided examples of the academic language typically
found within them. Discussion Moves and Associated Academic Phrases From Paragraph to Discussion Discussion Discussion Moves and Associated Academic discussion in any type of text, it is important
to first review the fundamentals of paragraphis work together within discussions. Once you have an understanding of the mechanics of paragraphis work together within discussion sections. First, let us explore the
necessary transition that takes place in all discussions from individual claims or statements of result (on a paragraph level) to the discussion sections are constructed in academic writing by proposing one or more key points. A key point can derive from either your
research or through the exploration of secondary sources (i.e. literature) and is the direct culmination of the paragraph claims preceding it. In the natural sciences, in the place of claims, the writer puts forward a number of statement of results'. Please consider the graphic below: Oxford Literature Review Examples Discussion Example - Social
Science Consider the Social Science (Law) example below. Pay particular attention to how the claims found in the individual paragraphs lead towards the Key Point in the last paragraph: II.Traditional fundamentals According to the ABGB, section 1296, in case of doubt, it shall be presumed that damage has occurred without the fault of someone else
This means that the injured party has to prove that the defendant unlawfully and culpably caused their damage. Thus, in principle, a claim for compensation will be dismissed if other explanations for the plaintiff's damage than the defendant unlawfully and culpably caused their damage. Thus, in principle, a claim for compensation will be dismissed if other explanations for the plaintiff's damage than the defendant unlawfully and culpably caused their damage.
However, the law lowers the standard of proof for the injured party in some cases. According to section 1302, if individual responsibility of several perpetrators for definable parts of damage cannot be determined, they are jointly and severally liable. This applies not only to cases where several perpetrators jointly cause damage. It is commonly
accepted that this provision also opens the door to compensation claims without proof of causation against individual defendants. If it is not clear which one of several perpetrators, who all conducted themselves hazardously, ultimately caused the damage ("alternative causation"), they are jointly and severally liable according to section 1302.1 In the
classic textbook case of alternative causation, two hunters negligently endanger a beater by shooting in his direction. One of the bullets actually hits the beater, while the other bullet misses him, and it remains unclear which hunter's bullet hit. Under general rules, both hunters could avoid compensation claims, because the injured party can neither
prove causation by the one nor causation by the one nor causation by the other and would therefore walk away empty-handed. The commonly accepted interpretation of section 1302 avoids this unsatisfying result. Therefore, it can be said that the joint liability of all potential tortfeasors in alternative causation cases is justified as follows: On the one hand, there is no doubt
that the injured party is entitled to damages; it is just unclear from whom. On the other hand, it is clear that all perpetrators culpably contribute to the injured party's adverse situation. In the example, the hunter whose bullet actually does not hit the beater still acts unlawfully and hazardously, and he at least causes the unclarity for the injured party's
regarding the actual tortfeasor. III.Case law regarding alternative causation with contingency... Discussion Example - Humanities (English Literature) example below. Pay particular attention to how the claims found in the individual paragraphs lead towards the Key Point in the last paragraph: Not all acting is however
reprehensible or ridiculed in Pride and Prejudice. The novel addresses its necessity by introducing the paradox that even sincere feelings require acting. This question surfaces in the novels discussion of womens agency in courtship, an issue Elizabeth and her friend Charlotte Lucas addresses its necessity by introducing the paradox that even sincere feelings require acting.
Elizabeth consider[s] with pleasure it was not likely to be discovered by the world in general, Charlotte on the other hand argues such a discovery is strategic: ...it is sometimes a disadvantage to be so very guarded. If a woman conceals her affection with the same skill from the object of it, she may lose the opportunity of fixing him. [] In nine cases ou
of ten, a woman had better shew more affection than she feels. (PP, 23-24) Female characters, such as Charlotte, implicitly argue for the necessity for women to act: the idea of showing more feelings, and secondly a projection of sentiments that do not completely mirror the
individuals feelings, thus involving deception and acting, however honest its intent. This conversation moreover takes place at the Netherfield ball, a social event which, as already noted, bears a strong theatrical dimension, illustrating Charlottes point. While Charlotte does not deny the sincerity of Janes feelings, her observation argues that even the
truth must be acted out. It is an instance of the Real-love politics she practises throughout the novel. Events unfortunately for Jane prove Charlotte's point to be a valid one. This is highlighted when Darcy admits that his personal
objections to the match coloured his interpretation of Janes feelings, he underlines in his confession-letter to Elizabeth that Janes outward show of feeling had a greater influence (pp. 219-20). Darcy presents his situation as that of detached spectator, underlining his active gaze. This is suggestive of the position of theatrical audiences, and illustrates
the widespread social network of vigilance and visibility, which Litvak identifies as characteristic of the theatrical framework. The opposition between received and participation of sentiment implies that courtship is a dynamic exchange and requires action:
the externalisation and therefore acting of feelings are necessary. Countenance in determining his or her inner feelings, confirming Charlottes point. It is thus seen that the necessity of externalising feelings infuses sincere feelings with acting, and vice versa, a paradox that
Austen later develops in Mansfield Park. Discussion Example - MPLS Consider the MPLS (Materials Science) example below. Pay particular attention to how the claims - or statements of results - found in the individual paragraphs culminate in the Key Point in the last paragraph: In contrast to the high-T measurements, the data acquired from the low
T samples shows higher levels of deformation (Figure 7). Both samples 340-CT1 and 320-CT1 exhibited high levels of deformation near the crack tip (on the colour temperature spectrum shown in yellow, orange and red). For instance, the average MO map of sample 340-CT1 (Figure 7a) indicated that these areas of high local deformation
corresponded to the pile-up of a number of slip- or deformation bands. Furthermore, the strain concentration around the crack tip in sample 320-CT1 (Figure 7d) appeared to be particularly high. The extent of the PZ in most low-T samples studied is significantly higher 15 than in the high-T samples. While sample 340-CT1 reaches MO plateaus of 6.0
and 9.1 (error ~ 1.6), the extent of the PZ in sample 320-CT1 is even higher in the bottom grain (10 1.7) ... In addition to the misorientation measurements, Figure 9 illustrates the geometrically necessary dislocation (GND) density distribution in samples 360-CT1 and 340-CT1. This method uses high-resolution, cross-correlation-based [19] data for the
7a) and the GND distribution (Figure 9a and b), it is noticeable that the misorientation tended to be higher with the lower temperature, indicating that more dislocations are contained around the crack tip. In addition, quantitative assessment of the GND density via frequency histograms, constructed using all valid measurements points within each
map (Figure 9c), also indicated a slight increase in the GND density as the temperature, considering all misorientation measurements in both top and bottom grains of all samples, and plotted against the SCC test temperature
patterns that are used within all academic disciplines. The most typical is to use a reporting verb formulation where the subject of the sentence is either a personal pronoun or a specific noun (e.g. Extract 1). However, as you can see in the graphic below, there are alternative constructions that serve the same purpose. Factors that Strengthen or
Weaken Key Points Stronger: Key Point has its own sentence These results clearly indicate how dietary biochemical components are used in the body. Weaker: Key Point has its own sentence These results show why APBs are good nucleation sites for second layer islands, and indicate that a small amount of strain energy can have a large
effect in growth processes. Stronger: Key Point introduced by a main clause These results clearly indicate how dietary biochemical components are used in the body. Weaker: Key Point is part of another sentence The two results show why APBs are good nucleation sites for second layer islands, and indicate that a small amount of strain energy can
have a large effect in growth processes. Main Clause or Participle Clause Stronger: Present Tense We therefore conclude that Weaker: Past Tense of Passive This
 thesis therefore suggested that it is therefore argued that Stronger: Personal Pronoun or Specific Noun we (natural science/numanities) I nese results indicate (natural science); I nis chapter argues that (social science/numanities) I nese results indicate (natural science); I nis chapter argues that (social science/numanities) I nese results indicate (natural science); I nis chapter argues that (social science); I
the results and outcomes of a study. An effective discussion informs readers what can be learned from your experiment and provided an in-depth description of the methodology. The discussion informs readers about the
larger implications of your study based on the results. Highlighting these implications while not overstating the findings can be challenging, especially when your study based on novelty or potential impact. Regardless of what journal that selects articles based on novelty or potential impact. Regardless of what journal that selects articles based on novelty or potential impact.
concluding what your study results actually mean. A successful discussion section puts your findings in context. It should include: the results and initial hypothesis. Tip: Not all journals share the same naming conventions. You can apply the advice in this article to
the conclusion, results or discussion sections of your manuscript. Our Early Career Researcher community tells us that the conclusion is often considered the most difficult aspect of a manuscript. Our Early Career Researcher community tells us that the conclusion is often considered the most difficult aspect of a manuscript to write. To help, this guide provides questions to ask yourself, a basic structure to model your discussion off of and examples from published manuscripts.
Questions to ask yourself: Was my hypothesis correct? If my hypothesis is partially correct or entirely different, what does previous research say about the topic? Why are the results important or relevant to your audience? Do they add
further evidence to a scientific consensus or disprove prior studies? How can future research build on these observations? What is the take-home message you want your reader to leave with? Trying to fit a complete discussion into a single paragraph can add unnecessary stress to the writing process. If
possible, youll want to give yourself two or three paragraphs to give the reader a comprehensive understanding of your study as a whole. Heres one way to structure an effective discussion. While the above sections can help you brainstorm and structure your discussion.
with their paper. Writing a discussion can be a delicate balance between summarizing your results, providing proper context for your research and avoiding introducing new information. Remember that your paper should be both confident and honest about the results! Read the journals quidelines on the discussion and conclusion sections. If possible,
learn about the guidelines before writing to meet their expectations. Begin with a clear statement of the discussion to ensure youre writing to meet their expectations. Begin with a clear statement of the discussion to ensure youre writing to meet their expectations. Begin with a clear statement of the principal findings. This will reinforce the main take-away for the reader and set up the rest of the discussion.
your findings realistically based on previous literature, highlighting both the strengths and limitations of the research. State whether the results prove or disprove your hypothesis. If your hypothesis was disproved, what might be the research question. Indicate what next steps can be taken
to further pursue any unresolved questions. If dealing with a contemporary or ongoing problem, such as climate change, discuss possible consequences if the problem is avoided. Be concise. Adding unnecessary detail can distract from the main findings. Rewrite your abstract. Statements with we investigated or we studied generally do not belong in
the discussion. Include new arguments or evidence not previously discussed. Necessary information and evidence should be introduced in the main body of the paper. Apologize. Even if your research contains significant limitations, dont undermine your authority by including statements that doubt your methodology or execution. Shy away from
speaking on limitations or negative results. Including limitations and negative results will give readers a complete understanding of the presented research. Potential limitations include sources of potential bias, threats to internal or external validity, barriers to implementing an intervention and other issues inherent to the study design. Overstate the
importance of your findings. Making grand statements about how a study will fully resolve large questions can lead readers to doubt the success of the research. Snippets of Effective Discussions: Summarize the key findings in clear and concise languageThe general recommendations for actions to reduce plastic pollution that emerged from the
present study were: (1) refuse non-necessary plastic items, such as straws; (2) reduce dependence on traditionally single-use plastic items with reusable and/or alternative products with a lower environment impact; (4) correctly dispose of items, such as
wet wipes, that may be essential and this impossible to refuse or reuse. Consumer-based actions to reduce plastic pollution in rivers: A multi-criteria decision analysis approach acknowledge when a hypothesis may be incorrect. I reported neck postures attained by live giraffes in the wild can be replicated with the virtual skeleton range of motion
without disarticulating the cervical vertebrae. Therefore, the cervical range of motion of extinct vertebraes should follow the same criteria until evidence suggests otherwise. Hypothesis (ii) some neck postures attained in life require disarticulating vertebrae, can be refuted. Ontogenetic similarities between giraffe and sauropod neck osteological
mobilityPlace your study within the context of previous studiesOur results, consistent with a number of studies of other species suggest that body mass, rather than CIs (condition indices), may be one of the most useful measures for linking nutritional changes to population dynamics. Identifying reliable indicators of fitness in polar bearsDiscuss
potential future researchOur results open an exciting new avenue of study focused on laryngeal variation among further mammalian clades, which will provide the context required to determine how particular the differences we observe here are to the evolution of the primate larynx. If the relative flexibility of the primate larynx is robust to future
analyses with more clades, it would indicate an increased capacity to explore trait space in our lineage, which may in turn explain why primates have developed such diverse and complex uses of the vocal organ. Rapid evolution of the primate larvnx? Provide the reader with a take-away statement to end the manuscriptThis further reinforces the notion
that beyond being the apex predator of the latest Cretaceous Laurasian ecosystems, the tyrannosaurids were amongst the most accomplished hunters are not accomplished hunters and hunters among the most accomplished hunters are not accomplished hunters.
and queens, of the dinosaurs. The fast and the frugal: Divergent locomotory strategies drive limb lengthening in theropod dinosaurs < Back to all Author Resources Related Resources How To Understanding the Publishing Process Whats happening with my paper? The publication process explained The path to publication can be unsettling when your
unsure whats happening with Read more How To Peer Review Training Resources The contents of the Peer Review Center are also available as a live, interactive training Resources The contents of the Writing Center are also available as a live, interactive training Resources The contents of the Writing Center are also available as a live, interactive training Resources The contents of the Writing Center are also available as a live, interactive training Resources The contents of the Writing Center are also available as a live, interactive training Resources The contents of the Writing Center are also available as a live, interactive training Resources The contents of the Writing Center are also available as a live, interactive training Resources The contents of the Writing Center are also available as a live, interactive training Resources The contents of the Writing Center are also available as a live, interactive training Resources The contents of the Writing Center are also available as a live, interactive training Resources The contents of the Writing Center are also available as a live, interactive training Resources The contents of the Writing Center are also available as a live, interactive training Resources The contents of the Writing Center are also available as a live, interactive training Resources The contents of the Writing Center are also available as a live, interactive training Resources The contents of the Writing Center are also available as a live, interactive training Resources The contents of the Writing Center are also available as a live, interactive training Resources The contents of the Writing Center are also available as a live, interactive training Resources The contents of the Writing Center are also available as a live, interactive training Resources The contents of the Writing Center are also available as a live, interactive training Resources The Center are also available as a live, interactive training Resources The Center are also available as a live, interactive training Resource
interactive training session, complete with slides, talking points, and activities. Read more Dissertation discussion section is a chapter that interprets the results obtained from research and offers an in-depth analysis of findings. In this section, students need to analyze the outcomes, evaluate their significance, and compare them to previous research.
The discussion section may also explore the limitations of the study and suggest further research perspectives. If you are in the right place to complete this section successfully. This article will outline our best solutions and methods on how to write the discussion of a dissertation or
thesis. We also will share advanced dissertation discussion examples to help you finalize your PhD work. Feel like academic experts qualified in your field to get professional dissertation help online. First and foremost, students need to have a clear understanding of what
dissertation discussion is. This is not the existing data in your results section, where you share data from your research. You are going deeper into the explanation of the existing data in your research and how the data can be used, researched further, or
limited. What will make your discussion section of a dissertation excellent: clear structure practical implication elaboration on future work on this topic. This section should go after research methodology and before the dissertation conclusion. It should be directly relevant to guestions posed in your introduction. The biggest mistake you can make is to
rewrite your result chapter with other words and add some limitations and recommendation paragraphs. However, this is an entirely different type of writing you need to complete. A dissertation discussion section will often be
read right after the dissertation methods. It evaluates and elaborates on findings and helps to understand the importance of your performed thesis research. A dissertation methods. It evaluates and elaborates on findings and helps to understand the importance of your performed thesis research.
where you explain your work to a broad audience. Lets start your writing journey of this research part with a clear delineation of what it should include and then briefly discuss each component. Here are some basic things you need to consider for an excellent discussion chapter of dissertation. Brief summary It does not mean copying an introduction
section. However, the first few paragraphs will make an overview of your findings and topic. Interpretations This is a critical component of your work elaborate on your results and explain possible ways of using them. Implication Research work is not just 100+ pages of text. Students should explain and illustrate how it could be used for solving
practical problems. Constraints This is where you outline your limitations. For instance, your research was done only on students, and it may have different results with elderly people. Recommendations You can also define possible ways of future research on the exact topic when writing a discussion for your thesis or dissertation. Tell readers, for
example, that it would be helpful to run similar research in other specific circumstances. One of the most commonly asked questions for our experts is how to write the discussion section of a dissertation or thesis. We understand why it can be complicated to get a clear answer. Students often think that this section is similar to the result chapter and
just retells it in other words. But it is not so. Lets go through all steps to writing a discussion in a dissertation, and share our best examples from academic papers. Writing the discussion chapter of a dissertation is not a big deal if you understand its aim and each component in a text structure. First of all, you need to evaluate how your results help to
answer research questions you defined in the beginning. It is not about repeating the result, you did it in previous paragraphs. However, dissertation or thesis discussion should underline how your findings help to answer the research problem. Start writing from a brief intro by recalling research questions or hypotheses. Then, show how your results
answer them or support a hypothesis in your work. Next part of your discussion for dissertation is to provide a short summary of previous data. But do not respite the same summary paragraphs from results or introduction of a dissertation. Here researchers should be more thoughtful and go deeper into the works aims. Try to explain in a few
sentences what you get from running research. For instance, starters usually write the statement that our data proves that or survey results illustrate a clear correlation between a and b that is critical for proving our working hypothesis. A discussion chapter of your dissertation is not just a fixation on results but a more profound summary connected
to research goals and purpose. Here is an example: Summary of Findings Example The most critical part of a discussion section is to explain and enact the results youve got. It is the most significant part of any text. Students should be clear about what to include in these paragraphs. Here is some advice to make this elaboration structured: Identify
correlations or patterns in the data for dissertation discussion. Underline how results can answer research questions or prove your hypothesis. Emphasize how your findings are connected to the previous topic studies. Point out essential statements you can use in future research. Evaluate the significance of your results and any unexpected data you
have. What others can learn from your research and how this work contributes to the field. Consider any possible additional or unique explanation of your findings. Go deeper with options of how results can be applied in practice. Writing a dissertation discussion chapter can be tough, but here is a great sample to learn from Example of Interpretations
in Disssertation DiscussionHere we came to the implications of your findings for the dissertation discussion. In other words, this is a few sentences on how your work is connected to other studies on the same research topic or what literature gap you are going to fill with the data and research you launched. Remember to mention how your study
address the limitations you have discovered while writing a literature review. First, outline how your hypothesis relates to theories or tried to define your own. Be specific in this section. Second, define a practical implementation of your work. Maybe, it can support recommendations
or change legislation. Discussion chapter of a thesis is a place where you explain your work, make it valuable, and incorporate additional meaning for some specific data. Example of Implications in DiscussionIt is pretty tricky to conduct research without limitations. You will always have some, which does not mean that your work is not
good. When you write a discussion chapter in a thesis or dissertation, focus on what may influence your results and how changing independent variables can affect your data collection methods and final outcomes. Here are some points to consider when you structure your dissertation discussion limitation part: If results can change in case you change
the reference group? What will happen with data if it changes circumstances? What could influence results? Critical thinking and analysis can help you to outline possible limitations. It can be the age of the reference group, change of questionnaire in a survey, or specific use of data extraction equipment. Be transparent about what could affect your
results. Example of ComplicationsWriting a dissertation discussion also makes a connection to possible future research. So, other scientists may complete that. While elaborating on possible implementations of your study, you may also estimate future approaches in topic research. Here are some points to consider while your discussion in thesis
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writing:Outline questions related to your topic that you did not answer in defined study or did not outline as research questions. There are other possible gaps to research based on limitations. For example, if you define surveyed peoples age as a limitation, recommend running another survey for older or younger recipients. Example of RecommendationsYou are almost done, the last step is to provide a brief summary of a section. It is not the same as a conclusion for whole research. However, you need to briefly outline key points from the dissertation discussion. To finalize writing the discussion section of a dissertation, go through the text and check if there is no unimportant information. Do not overload the text with relevant data you did not present in the result section. Be specific in your summary paragraphs. It is a holistic view of everything you pointed out. Provide a few sentences to systemize all you outlined in the text. Example of a Concluding Summary in a Dissertation Discussion SectionIf we need to share one piece of practical advice, it would be to use thesis or dissertation discussion examples when writing your own copy. StudyCrumb provides the best samples from real students' work to help you understand the stylistic and possible structure of this part. It does not mean you need to copy and paste them into your work. However, you can use a

have been addressed. So by structuring a dissertation that lays out each research question for the marker, you are making their job easier. Needless to say, this a great thing. Like any other chapter in your discussion. By this point, the reader has gone through your findings and is now looking for your interpretation. Therefore, at the end of your discussion introduction you should highlight the content that each of the subsections will cover. A conclusion to your discussion section (or a chapter summary) is also going to be beneficial. The length of the analysis chapter is usually quite long, so a wrap up of the key points at the end can help chapter digest your work. It can also help ensure that the reader actually understands the points you are trying to highlight within your project. It is difficult to put into words how important the critical thinking, you are really doing yourself a disservice. It will affect the mark that you obtain an appropriate about what critical thinking and the importance of it or a doily basic. And yet, there does seem to be a general confusion about what critical thinking on tails in a what constitutes critical thinking and the importance of it or a doily basic. And yet, there does seem to be a general confusion about what critical thinking on tails in a what constitutes critical thinking and the importance of it or a doily basic. And yet, there does seem to be a general confusion about what critical thinking on tails in a what constitutes critical thinking and the importance of it or a doily basic. And yet, there does seem to be a general confusion at the critical thinking and the importance of it or a doily basic.
or your interpretation. Therefore, at the end of your discussion introduction you should highlight the content that each of the subsections will cover. A conclusion to your discussion for the analysis chapter is usually quite long, so a wrap up of the key points at the end can help

Difference between findings and discussion in dissertation. How to write findings and discussion in research. How to write discussion section in research paper. Dissertation findings and discussion example. How to write a findings section for qualitative research. What is a discussion in a dissertation. How to write a discussion for a research paper. How to write results and discussion in a research paper.