FINDINGS PRESENTATION

(PPT) — Sample Slides & Guide

A slide-by-slide example for presenting educational research results clearly, honestly, and confidently

Includes: sample slide content • tables and chart suggestions • speaker notes • interpretation tips • discussion and conclusion • viva questions • presentation checklist

Illustrative example — not real research findings

All numbers in the worked example are fictional and created only to demonstrate presentation format. Replace them with verified results from your own completed study.

How to Use This PDF

This PDF models a PowerPoint presentation for the **findings/results chapter** of an educational research project. It is useful for a thesis presentation, research seminar, or viva. The example topic is “Mobile Learning Use and Study Engagement among Grade 9 Students in a Selected Secondary School in Bangladesh.”

The sample uses fictional data for demonstration. Do not present the numbers as actual findings. Keep your final slides aligned with your research questions, methods, analysis, and actual dataset.

Suggested presentation structure

- Introduce the study briefly and remind the audience of the research questions.
- Describe the sample and data completeness.
- Present results in the same order as the research questions or objectives.
- Use clear tables or charts, followed by a short interpretation.
- Separate findings from discussion, implications, and recommendations.
- Close with a concise summary and invite questions.

Sample PPT — Slide-by-Slide Content

Slide 1 — Title Slide

- Mobile Learning Use and Study Engagement among Grade 9 Students
- Findings Presentation
- Presenter: [Your name] | Institution: [Name] | Date: [Date]

Speaker note: Introduce yourself and state that this presentation reports the results of the completed study. Replace all bracketed fields.

Slide 2 — Presentation Roadmap

- Participant profile
- Mobile learning access and use
- Study engagement responses
- Relationship between use and engagement
- Summary of key findings

Speaker note: Give the audience a short roadmap. Keep the list brief and avoid reading every word.

Slide 3 — Research Questions

- RQ1: How do students access and use mobile learning resources?
- RQ2: What levels of study engagement do students report?
- RQ3: Is mobile learning use associated with reported engagement?

Speaker note: Only include questions that match the approved proposal and the analyses actually conducted.

Slide 4 — Sample and Data Completeness

- Invited: 120 students (fictional)
- Returned questionnaires: 108 (fictional)
- Usable questionnaires: 102 (fictional)
- Usable response proportion: 85% of those invited (fictional)

Speaker note: Explain how 'usable' was defined. If reporting a response rate, state the denominator and calculation clearly.

Slide 5 — Participant Profile

- Grade 9 students from one selected secondary school
- Age and other demographic details: report only those collected and relevant
- Avoid exposing identities in small subgroups

Speaker note: Show a compact table or bar chart. Do not invent demographic breakdowns; use your real dataset.

Slide 6 — Access to Devices

- Example result: 78 of 102 students reported regular access (76.5%)
- 24 of 102 reported limited or no regular access (23.5%)

Speaker note: Use a bar chart with count and percentage labels. Explain what access means in your questionnaire.

Slide 7 — Frequency of Mobile Learning

- Example categories: 0 days, 1–2 days, 3–4 days, 5–7 days per week
- Insert your actual count and percentage for each category

Speaker note: A bar chart is generally easier to compare than a crowded pie chart when there are several categories.

Slide 8 — Reported Learning Activities

- Examples: reviewing lesson materials, watching instructional videos, completing online quizzes
- Rank activities only if the questionnaire and analysis support a meaningful comparison

Speaker note: Distinguish activities participants reported from activities independently verified by observation.

Slide 9 — Study Engagement Results

- Present the engagement items or justified scale summary
- Report the scale range and how scores were calculated
- Show the distribution or appropriate descriptive statistics

Speaker note: Do not label engagement as 'high' or 'low' without a defined and justified interpretation rule.

Slide 10 — Example Item-Level Results

- “I complete digital learning tasks on time.”
- Example: 61 of 102 respondents agreed or strongly agreed (59.8%)
- Report neutral and disagreement responses where useful

Speaker note: This fictional result illustrates concise reporting. Include the full response distribution when it matters.

Slide 11 — Relationship Between Use and Engagement

- State the statistical test or qualitative comparison used
- Report effect estimate, uncertainty, and p-value if relevant
- Example placeholder: r = [value], p = [value], n = [value]

Speaker note: Choose a test based on variable types, assumptions, design, and analysis plan. Association does not prove causation.

Slide 12 — Qualitative Themes (if collected)

- Theme 1: Access and connectivity barriers
- Theme 2: Flexible review of lesson materials
- Theme 3: Distraction and competing applications

Speaker note: Only report themes supported by the actual qualitative data. Add brief, de-identified quotations when consent and ethics approval permit.

Slide 13 — Findings by Research Question

- RQ1: Summarize the main access/use result
- RQ2: Summarize the engagement result
- RQ3: Summarize the relationship result, if analysed

Speaker note: This slide synthesizes results; it should not introduce new analyses or unsupported claims.

Slide 14 — Unexpected or Null Results

- Report results that did not match expectations
- State when no clear association or difference was found
- Avoid hiding results because they are not statistically significant

Speaker note: A non-significant result is not proof that no relationship exists. Consider precision, sample size, and design.

Slide 15 — Summary of Key Findings

- Finding 1: [one sentence supported by a result]
- Finding 2: [one sentence supported by a result]
- Finding 3: [one sentence supported by a result]

Speaker note: Use three to five findings at most. Each should answer an objective and be traceable to a table, chart, or analysis.

Slide 16 — Discussion (if requested)

- Compare key results with relevant studies
- Offer plausible explanations grounded in evidence
- Discuss context and alternative interpretations

Speaker note: Keep results and interpretation distinct. Cite prior studies accurately and avoid claiming that your data prove more than they can.

Slide 17 — Limitations

- Single-site sample may limit transferability
- Self-reported responses may be affected by recall or social desirability
- Cross-sectional data cannot establish temporal order or causation

Speaker note: Include only limitations that apply to your actual study. Explain how each affects interpretation.

Slide 18 — Implications and Recommendations

- Tie each recommendation to a specific finding
- Identify who could act: teachers, school leaders, researchers, or policymakers
- Keep recommendations feasible and proportionate to the evidence

Speaker note: Avoid recommendations that go beyond the population or design studied.

Slide 19 — Conclusion

- Answer the overall research question in a few sentences
- Emphasize the most defensible contribution
- Do not add new data on the final slide

Speaker note: A conclusion should be concise, evidence-based, and consistent with the stated objectives.

Slide 20 — Questions

- Thank you

- Questions and discussion
- Contact: [professional email, if appropriate]

Speaker note: Pause and invite questions. Keep a backup copy of the presentation and know where your key tables are.

Worked Example: Presenting a Table

The table below uses fictional values to show how results can be reported. Replace every number with your verified output.

Regular mobile-learning access	Number of students	Percentage
Yes	78	76.5%
Limited / no regular access	24	23.5%
Total	102	100.0%

Example spoken interpretation: “In this illustrative sample, about three-quarters of respondents reported regular access to a device for learning, while about one-quarter reported limited or no regular access. This describes the sample; it does not by itself explain why access differed.”

Always check that percentages use the correct denominator and that rounded percentages add up sensibly. Label every table and figure, and state the source where required.

Choosing the Right Chart

Purpose	Recommended display	Tip
Compare categories	Bar chart	Start the numeric axis at zero when appropriate; label groups clearly.
Show change over time	Line chart	Use ordered time points and avoid implying data between widely spaced points.
Show a distribution	Histogram or box plot	Choose based on data type and audience familiarity.
Show exact values	Table	Use a table when readers need precise numbers, not only visual patterns.
Show themes	Theme summary with short quotations	Protect identities and show how themes relate to the research question.

How to Report Statistical Results

- State the analysis and the variables being compared.
- Report sample size and descriptive statistics relevant to the question.
- For inferential analyses, report an appropriate effect estimate and confidence interval where possible, along with the test statistic and p-value when relevant.
- Describe missing data and any exclusions that affect the analysis.
- Do not use 'significant' to mean 'important' unless the intended meaning is clear.
- Avoid reporting p = 0.000; use a suitable format such as p < .001 when accurate.
- Do not claim causation from a correlational or cross-sectional design.

Common Mistakes to Avoid

Mistake	Improvement
Crowding slides with paragraphs	Use a short headline, a visual or table, and one main takeaway.
Showing numbers without interpretation	State what the result means in relation to the research question.

Mistake	Improvement
Using unsupported or fictional figures	Verify all values against the dataset and analysis output.
Cherry-picking results	Report relevant findings transparently, including null or unexpected results.
Confusing results with discussion	Present what was found first, then interpret it separately.
Overstating generalization	Describe the actual sample and study limits.
Using unreadable charts	Use clear labels, legible text, consistent units, and accessible contrast.

Viva / Examination Questions with Model Answers

What is a findings presentation?

Model answer: A structured oral and visual report of the results produced by analysing the study's data.

How should findings be organized?

Model answer: Usually by research questions, objectives, hypotheses, or a logical sequence specified in the research plan.

What is the difference between findings and discussion?

Model answer: Findings report what the analysis shows; discussion interprets the results and relates them to prior research and context.

Why use charts and tables?

Model answer: They help audiences compare values and inspect patterns, provided the display is accurate and readable.

Can correlation prove causation?

Model answer: No. Correlation shows association; causal claims require an appropriate design and supporting assumptions.

Should non-significant results be presented?

Model answer: Yes, when relevant. They should be reported honestly and interpreted without treating them as proof of no effect.

What should a limitations slide include?

Model answer: Limitations that genuinely affect interpretation, such as sampling, measurement, missing data, or design constraints.

What makes a good conclusion slide?

Model answer: A concise, evidence-based answer to the research question without introducing new results.

Final Presentation Checklist

- ■ Every result answers a research question or objective.
- ■ All values match the verified analysis output.
- ■ The denominator, sample size, and missing data are clear.
- ■ Charts have readable labels, units, legends, and titles.
- ■ Tables and figures are numbered and referenced consistently.
- ■ Fictional examples have been removed from the final real presentation.
- ■ Findings are distinguished from interpretation and recommendations.
- ■ Unexpected and non-significant results are not hidden.
- ■ Claims are proportional to the design and sample.

- ■ Slides are readable and rehearsed within the time limit.
- ■ Confidential information and participant identities are protected.
- ■ A backup copy and notes for likely questions are ready.

Final reminder: a strong findings presentation is accurate, selective, readable, and transparent. Use the slides to guide the audience through the evidence—not to replace the full thesis or report.

Suggested reading: your institution's thesis guidelines; APA style guidance for tables and figures; and a suitable research-methods textbook such as Creswell & Creswell, *Research Design*.