How to write Introduction for Research Study - Practical Session

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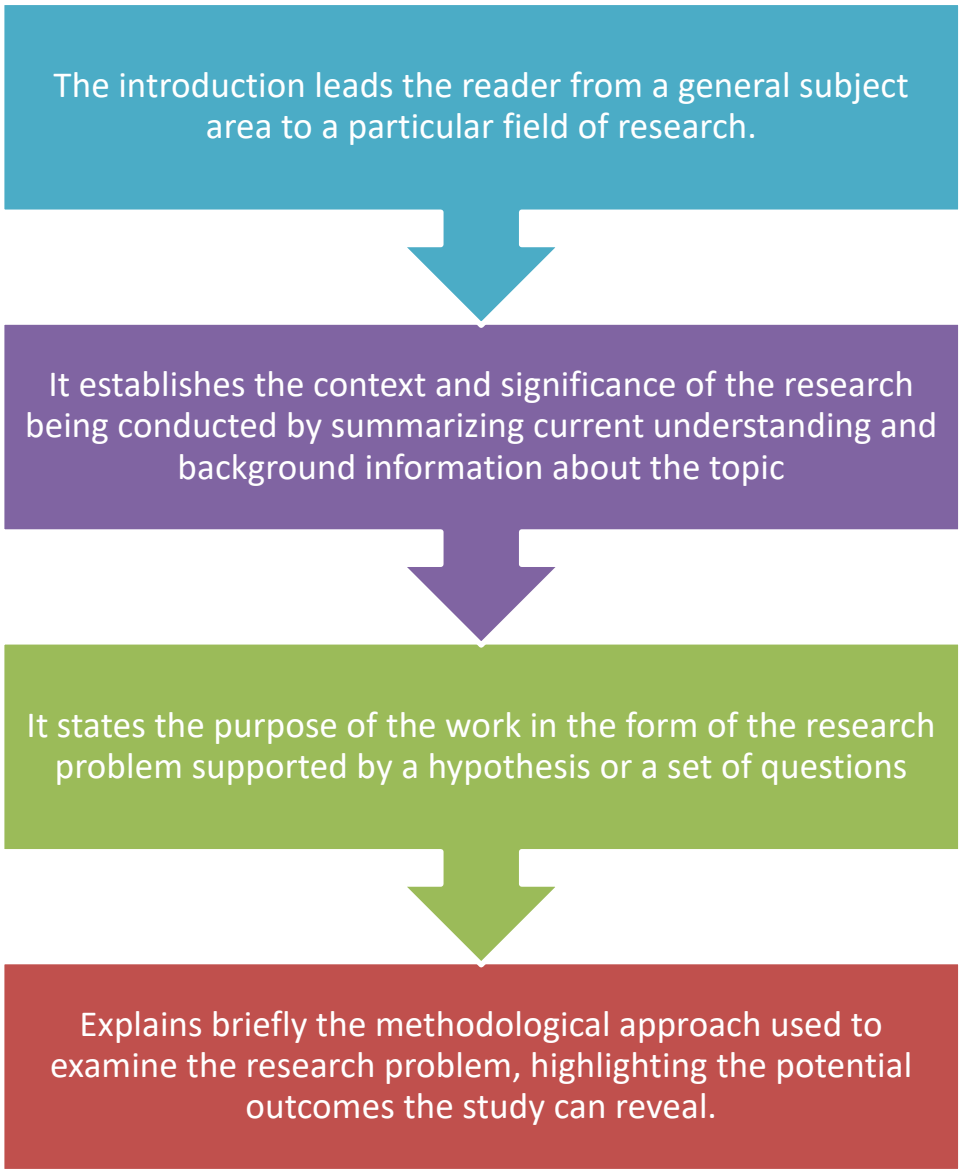
The introduction answers the questions:

- What am I studying?
- Why is it an important question? Why should the reader read on?
- What do we know already about it?
- What basis do I need to provide (such that the reader can understand my study)?

An introduction is the road map leading to the topic. If the following questions are answered, then the pathway to introduction becomes easy.

Pathway to writing ‘Introduction’



Paragraph Writing

1. Establish an area of research by:

1

Highlighting the importance of the topic

2

Making general statements about the topic

3

Presenting an overview on current research on the subject.

2. Identify a research niche by:

1. Opposing an existing assumption
2. Revealing a gap in existing research
3. Formulating a research question or problem
4. Continuing a disciplinary tradition.

3. Place the current research topic by

1. Stating the intent of your study
2. Outlining the key characteristics of your study
3. Describing important results
4. Giving a brief overview of the structure of the paper.

The importance of Narrative Flow

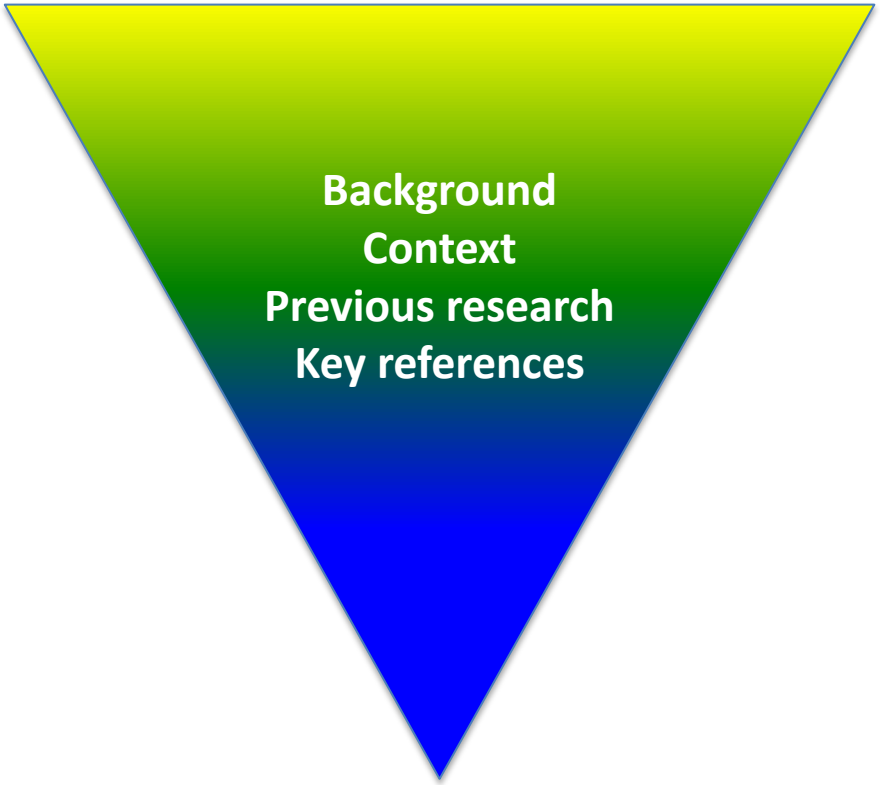
- **Your introduction should clearly identify the subject area of interest**. A simple strategy to follow is to use key words from your title in the first few sentences of the introduction. This will help focus the introduction on the topic quickly without losing focus, or discussing information that is too general.

- **Establish context by providing a brief and balanced review of the published literature that is available on the subject.** The key is to summarize for the reader what is known about the specific research problem. This part of introduction should not represent a comprehensive literature review.

- **Rationale and justification for choosing this kind of research study.** Provide a clear statement of the rationale for your approach to the problem studied. This will usually follow your statement of purpose in the last paragraph of the introduction.

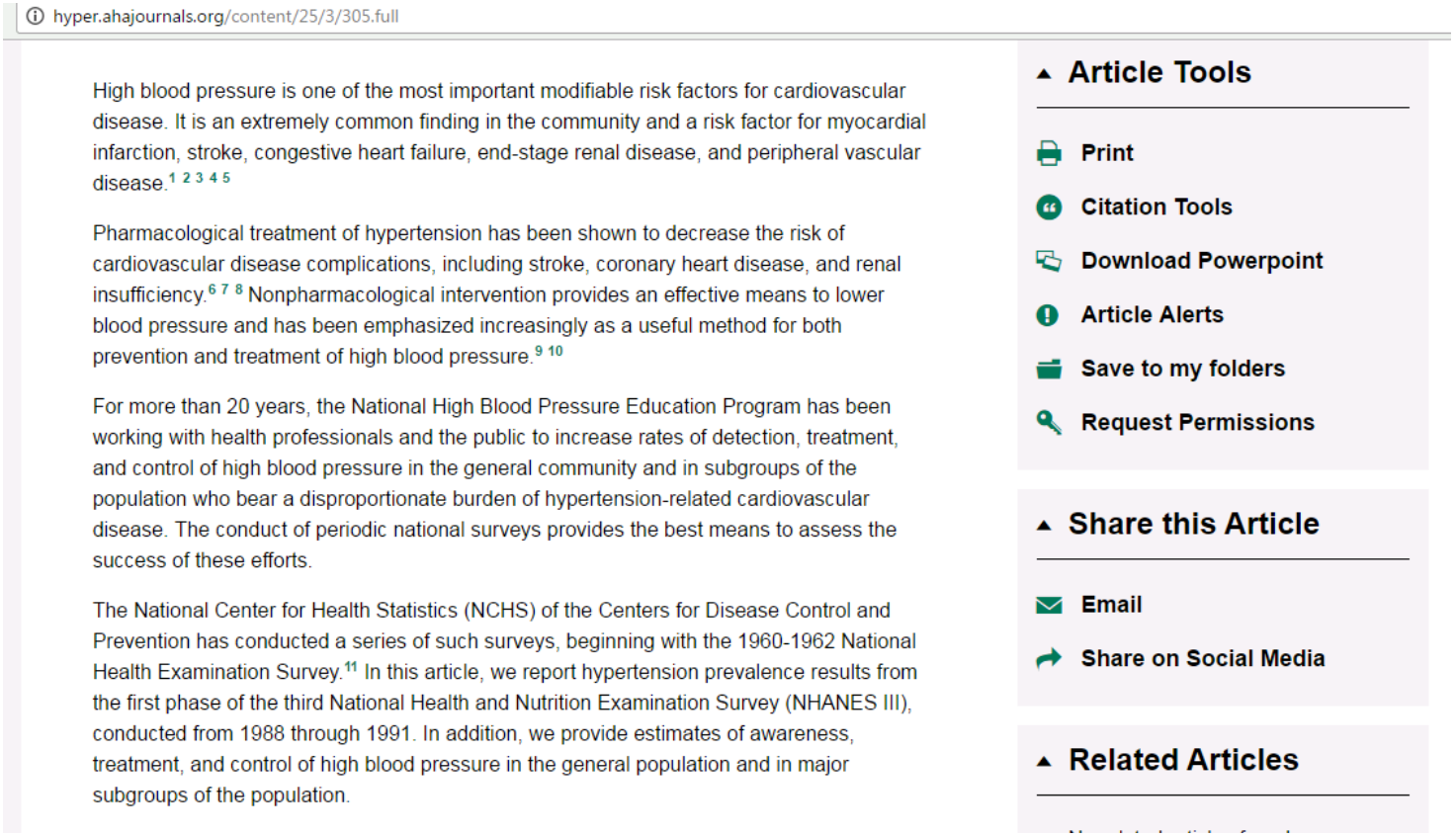
Introduction as an inverted triangle: moving from very general to very specific:

General: including a “hook” to grab your readers



Specific: what is it you are contributing to the problem

Example of a short introduction published in journal ‘Hypertension’ with an impact factor of 6.8



hyper.ahajournals.org/content/25/3/305.full

High blood pressure is one of the most important modifiable risk factors for cardiovascular disease. It is an extremely common finding in the community and a risk factor for myocardial infarction, stroke, congestive heart failure, end-stage renal disease, and peripheral vascular disease.[1 2 3 4 5]

Pharmacological treatment of hypertension has been shown to decrease the risk of cardiovascular disease complications, including stroke, coronary heart disease, and renal insufficiency.[6 7 8] Nonpharmacological intervention provides an effective means to lower blood pressure and has been emphasized increasingly as a useful method for both prevention and treatment of high blood pressure.[9 10]

For more than 20 years, the National High Blood Pressure Education Program has been working with health professionals and the public to increase rates of detection, treatment, and control of high blood pressure in the general community and in subgroups of the population who bear a disproportionate burden of hypertension-related cardiovascular disease. The conduct of periodic national surveys provides the best means to assess the success of these efforts.

The National Center for Health Statistics (NCHS) of the Centers for Disease Control and Prevention has conducted a series of such surveys, beginning with the 1960-1962 National Health Examination Survey.[11] In this article, we report hypertension prevalence results from the first phase of the third National Health and Nutrition Examination Survey (NHANES III), conducted from 1988 through 1991. In addition, we provide estimates of awareness, treatment, and control of high blood pressure in the general population and in major subgroups of the population.

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Article 2
Source : NEJM

The NEW ENGLAND JOURNAL of MEDICINE

ORIGINAL ARTICLE

Incidence of Childhood Obesity in the United States

Solveig A. Cunningham, Ph.D., Michael R. Kramer, Ph.D., and K.M. Venkat Narayan, M.D.

N Engl J Med 2014; 370:403-411 | January 30, 2014 | DOI: 10.1056/NEJMoa1309753

Comments open through February 5, 2014

Childhood obesity is a major health problem in the United States.[1] The prevalence of a body-mass index (BMI; the weight in kilograms divided by the square of the height in meters) at the 95th percentile or higher among children between the ages of 6 and 11 years increased from 4.2% in 1963–1965 to 15.3% in 1999–2000[2,3] and may have plateaued during the first decade of the 21st century.[4,5] Although trends in the prevalence of obesity are documented, surprisingly little is known about the incidence of childhood obesity. Examining incidence may provide insights into the nature of the epidemic, the critically vulnerable ages, and the groups at greatest risk for obesity.

National data on the incidence of pediatric obesity to date have pertained only to adolescents transitioning to adulthood. A study that was based on data from the National Longitudinal Study of Adolescent Health showed that the 5-year cumulative incidence of obesity among persons who were 13 to 20 years of age in 1996 and 19 to 26 years of age in 2001 was 12.7%, ranging from 6.5% among Asian girls to 18.4% among non-Hispanic black girls.[6] However, since many of the processes leading to obesity start early in life,[7] data with respect to incidence before adolescence are needed.

We report here the incidence of obesity according to data from a large, nationally representative longitudinal study of children who were followed from entry into kindergarten to the end of eighth grade (ages 5 to 14 years); the study included direct anthropometric measurements at seven points between 1998 and 2007.

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The Introduction

includes a statement of the goal of the study: why it was undertaken

sets the context for your proposed project and must capture the reader's interest

explains the background of your study starting from a broad picture narrowing in on your research question

give sufficient background information to allow the reader to understand the context and significance of the question you are trying to address

reviews what is known about your research topic as far as it is relevant to your thesis

cites relevant references

all cited work should be directly relevant to the goals of the thesis

give enough references such that a reader could, by going to the library or on-line, achieve a sophisticated understanding of the context and significance of the question

try to cite those who had the idea or ideas first, but also cite those who have done the most recent and relevant work.

this is not a place to summarize everything you have ever read on a subject

explain the scope of **your** work, what will and will not be included (if you are answering only part of the question you are posing)

should be at a level that makes it easy to understand for readers with a general science background, for example your classmates (or your class advisor)

Some writing Tips

For long introductions give the reader already an indication earlier of what question you'll be addressing.

Be sure to include a **hook** at the beginning of the introduction. This is a statement of something sufficiently interesting to motivate your reader to read the rest of the paper, it is an important/interesting scientific problem that your paper either solves or addresses. You should draw the reader in and make them want to read the rest of the paper.

It can be useful to sketch out the introduction backwards, start with the specific focus of your study and work upward to the broader context. It is hard to write a good introduction until you know what the body of the paper says. Consider making a concept map, it will help to identify the elements you need in the introduction.

You can break up the introduction section into logical segments by using subheads.

Thank You!