I'm not a bot



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your intended use. For example, other rights such as publicity, privacy, or moral rights may limit how you use the material. A literature review is not only a summary of key sources, buthas an organizational pattern whichcombines both summary and synthesis, often within specific conceptual categories. A summary is a recap of the important
information of the source, but a synthesis is a re-organization, or a reshuffling, of that information in a way that informs how you are planning to investigate a research problem. The analytical features of a literature review might: Give a new interpretation of old material or combine new with old interpretations, Trace the intellectual progression of
the field, including major debates, Depending on the situation, evaluate the sources and advise the reader on the most pertinent or relevant research, or Usually in the conclusion of a literature review, identify where gaps exist in how a problem has been researched to date. The purpose of a literature review is to: Place each work in the context of its
contribution to understanding the research problem being studied. Describe the relationship of each work to the others under consideration. Identify new ways to interpret prior research. Reveal any gaps that exist in the literature. Resolve conflicts amongst seemingly contradictory previous studies. Identify areas of prior scholarship to prevent
duplication of effort. Point the way in fulfilling a need for additional research within the context of existing literature [very important]. Literature reviews are an important part of the scientific research within the context of existing literature [very important].
literature reviews fall short of these expectations and may present biased or incorrect conclusions. In this post, we discussed common issues with Literature search begins with a review of the literature. Every scientific research
builds on previous knowledge as a systematic investigation to spread new conclusions and establish facts. To conduct research that adds value to the field, precise awareness of the level of wisdom on a subject is required. There is no formal literature review definition for a research paper in medical education; thus, a literature review can take many
forms. These forms will differ in methodology, rigor, and depth depending on the type of article, target journal, and specific topic. Several organizations, both broadly and specifically, have published guidelines for conducting an intensive literature review is a
survey of scientific books, scholarly articles, and any other Clinical Literature Review Services relevant to a specific issue, area of study, or theory that provides a description, summary, and critical evaluation of a concept, school of thought, or ideas about the research question under investigation. Furthermore, the literature review familiarizes the
author with the extensiveness of their knowledge in their field. When presented as part of the paper, it establishes the authors depth of understanding and knowledge of the subject to the readers. The literature in a field that is scientifically significant includes, among other things, previous studies in the field, well-known schools of thought, scholarly
articles, and scientific journals. Every field uses a different style of literature review and synthesis of many schools of thought and
how they are connected. A summary or an outline is a succinct account of all informational highlights from essential sources, whereas synthesis is the restructuring or rearrangement of the material to guide the dissertations plan of exploring the research subject. The following are some of the ways a literature review adds value and legitimacy to a
study: Literature review writing services allow for the interpretation of old literature in graceful new developments in the subject is traced while studying the literature, and how the dialectics of inconsistencies between distinct
concepts within the field helped establish facts is discovered. This helps to assess the effect of new knowledge gaps in the topic, and these gaps are further probed throughout the study to develop new facts or hypotheses that offer value to the area. The idea of performing a rigorous
and methodical investigation involves a critical analysis of current information, which necessitates a literature review help also aids in determining the current studys place in the field of scientific research for
each. ProblemSolutionLack of relevance a lack of stakeholder engagement can result in a review of little practical use to decision-makers. Stakeholders can be identified, mapped, and contacted without the need for large budgets for feedback and inclusion. Look into best-practice guidelines Mission creep reviews that do not publish their methods in
advance may experience shifting goals and inclusion criteria. Create and publish a detailed a priori protocol outlining planned searching, screening, data extraction, critical appraisal, and synthesis methods. Use existing organizations to your advantage (e.g., the Collaboration for Environmental Evidence). A lack of transparency/replicability in the
review techniques may imply that the review cannot be duplicated a basic principle of the scientific process! Be explicit, and use high-quality guidance and standards for review conduct and reporting (e.g., CEE Guidance) (PRISMA or ROSES) Reviewers may wind up with the wrong evidence for the subject at hand due to selection bias (containing
studies that are not typical of the evidence base) and a lack of comprehensiveness (an inadequate search approach). Create a search strategy with an information specialist; test the search approach). Create a search strategy with an information specialist; test the search approach).
peer-review protocolThe failure to test for evidence of publication bias and the exclusion of grey literature can lead to incorrect or misleading conclusions. Include efforts to locate grey literature, such as file-drawer (unpublished academic) research and organizational reports. Look for evidence of publication bias. Traditional reviews usually lack
sufficient critical assessment of included study validity, assuming all data as equally valid we know some research is more reasonable than others, and the synthesis must consider this. Before beginning the process in its entirety, carefully plan and trial a critical appraisal tool, learning from existing robust essential appraisal tools. Inappropriate
synthesis (for example, using vote-counting and incorrect statistics) can undo the initial systematic effort. Vote-counting (tallying studies based on the data analysis, carefully select the synthesis method. Meta-analysis should never be used instead of vote counting, and
formal narrative synthesis methods should be used to summarize and describe the evidence base. The literature review article helps verifies the study by giving information on its relevance and coherence to current knowledge and research methodologies. As a result, it establishes the authors experience in the topic and offers legitimacy to carry
forward the wisdom of the field through scientific and methodical techniques. While demonstrating to future research. The team of researchers and writers at Pubrica generates scientific and medical research papers that
might be valuable tools for authors and practitioners. By alerting the introduction. Our experts know the sequence in which the hypothesis topic is followed by the broad subject, the issue, and the background. References Lee K, Whelan JS,
Tannery NH, Kanter SL, Peters AS. 50 years of publication in the field of medical education research. Journal of graduate medical education 8.3 (2016): 297-303. Related Topic Journal
Publishing services Scientific Editing Services Scientific Editing Services Scientific Editing Services Fubrica Meta-Analyses Fu
across various industries. From general overviews to building a theoretical foundation using existing theories, literature reviews focus on extant literature reviews in healthcare, business and marketing, environmental studies, and
education. HealthcareIn healthcareIn healthcare research, a sophisticated literature review may reveal gaps in understanding patient experiences with chronic illnesses or other aspects such as experiences with chronic illnesses or other aspects such as experiences when dealing with medical professionals. Researchers can develop more patient-centred care practices by conducting a systematic literature review and
critical evaluation of empirical evidence. Another example is how research guestions or research methods to focus specifically on an age group and avoid the redundancy of
studying well-covered topics such as general diabetes management. These are just some examples of literature review objectives that a healthcare research, the purpose of a literature review is immensely valuable. Business and marketing literature may show extensive
quantitative data on consumer behaviour trends but that lack qualitative research, such as in-depth interviews with consumers, can uncover the underlying motivations and attitudes that drive purchasing decisions, thereby highlighting the value of a literature review for advancing
marketing strategies. For example, when investigating consumer behaviour toward eco-friendly products, a literature review can reveal gaps such as a limited understanding of purchasing motivations among millennials. This allows research ero to address specific
factors influencing millennials' purchasing decisions. After doing a comprehensive literature review, research efforts to explore emerging trends. Environmental studiesIn env
of renewable energy projects, reviewing relevant literature can identify a limited understanding of local cultural factors affecting community acceptance. Literature reviews also help identify theoretical frameworks, such as social
acceptance theory, to guide analysis and interpretation. This ensures that the research paper is original and adds valuable insights into renewable energy adoption. Understanding the current research paper is original and direct research efforts
accordingly. EducationQualitative education research is essential when examining the impact of teaching methods on student experience. The literature review can identify gaps, such as a lack of understanding about how specific factors that
influence student engagement. Another example is when literature reviews highlight the need for more qualitative students in higher education. This enables them to understand student challenges and develop interventions to support their success. Review of the current knowledge of a particular topic For a
focused scientific review with pre-defined methodology, see Systematic review. For the American magazine, see Literary Review. For the American magazine, see Literary Review. For the American magazine, see Literary Review. This article duplicates the scope of other articles, specifically systematic review and survey article and meta-analysis. Please discuss this issue and help introduce a
summary style to the article. (May 2014)Part of a series onResearch Research designEthicsProposalQuestionWritingArgumentReferencingResearch strategyInterdisciplinaryMultimethodologyQualitativeArt-basedQuantitativePhilosophical schoolsAntipositivism ConstructivismCritical
rational is m Empiric is m Fallibilism Positivism Pragmatism Realism Critical\ realism Subtle\ realism Subtl
analysisDescriptive statisticsDiscourse analysisEthnographyExperimentField experimentField exp
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paper or a section of a scholarly work such as books or articles. Either way, a literature review has a proper research question, a proper theoretical framework, and/or a chosen research methodology. It
serves to situate the current study within the body of the relevant literature and provides context for the residuate requirement, included in the preparation of a thesis, dissertation, or a
journal article. Literature reviews are also common in a research proposal or prospectus (the document approved before a student formally begins a dissertation or thesis).[1]A literature review can be a type of a review article. In this sense, it is a scholarly paper that presents the current knowledge including substantive findings as well as theoretical
and methodological contributions to a particular topic. Literature reviews are secondary sources and do not report new or original experimental work. Most often associated with academic-oriented literature, such reviews are found in academic journals and are not to be confused with book reviews, which may also appear in the same publication.
Literature reviews are a basis for research in nearly every academic field. Since the concept of a systematic reviews are evaluative, exploratory, and instrumental.
[2] A fourth type of review of literature (the scientific literature) is the systematic review, which absent further specification, conventionally refers to narrative reviews. A systematic review focuses on a specific research question to identify, appraise, select, and synthesize all high-quality research evidence and
arguments relevant to that question. A meta-analysis is typically a systematic review using statistical methods to effectively combine the data used on all selected studies to produce a more reliable result.[3]Torraco (2016)[4] describes an integrative literature review. The purpose of an integrative literature review is to generate new knowledge on a
topic through the process of review, critique, and synthesis of the literature under investigation. George et al (2023)[5] offer an extensive overview of review approaches. They also propose a model for selecting an approach by looking at the purpose, object, subject, community, and practices of the review. They describe six different types of review,
each with their own unique purposes: Exploratory or scoping reviews focus on breadth as opposed to depthSystematic or integrative reviews integrate empirical studies on a topicMeta-narrative reviews propose new perspectives on a
concept by association with other literatureMeta-analyses and meta-regressions integrate quantitative studies and literature meta-regressions integrate quantitative studies and literature meta-regressions integrate quantitative studies and literature meta-analyses and meta-regressions integrate quantitative studies and literature meta-analyses analyses and literature meta-analyses and literature meta-analyses and literature meta-analyses and literature meta-analyses analyses and literature meta-analyses analyses and literature meta-
literature review.[6]:193229 The process of reviewing the literature is often ongoing and informs many aspects of the empirical research project. The process of reviewing the literature requires different kinds of activities and ways of thinking. [7] Shields and Rangarajan (2013) and Granello (2001) link the activities of doing a literature review with
Benjamin Bloom's revised taxonomy of the cognitive domain (ways of thinking: remembering, understanding, applying, analyzing, evaluating, and creating).[6][8]Artificial intelligence (AI) is reshaping traditional literature reviews across various disciplines.[9] Generative pre-trained transformers, such as ChatGPT, are often used by students[10] and
academics for review purposes.[11] Nevertheless, the employment of ChatGPT in academic reviews is problematic due to ChatGPT's propensity to "hallucinations through the integration of plugins. For instance, Rad et al. (2023) used ScholarAI for review in cardiothoracic surgery
[13][example needed]Wikiversity has learning resources about Literature reviewEmpirical study of literature Living reviewMedia monitoringReview journal Science. Thousand Oaks, California: CQ Press. Adams, John; Khan, Hafiz T. A.; Raeside, Robert (2007). Research methods for graduate
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from " A substantive, thorough, sophisticated literature review as a routine work or a mere formality. But a seasoned one knows the purpose and importance of a well-written literature review. Since it
is one of the basic needs for research and ideas of existing knowledge in a particular field
without adding any new contributions. Being built on existing knowledge they help the researcher to even turn the wheels of the topic of research. It is possible only with profound knowledge they help the researcher to even turn the wheels of the topic of research.
As per the common belief, literature reviews are only a summary of the sources related to the research. And many authors of scientific manuscripts believe that they are only surveys of what are the researches are done on the chosen topic. But on the contrary, it uses published information from pertinent and relevant sources like Scholarly books
Scientific papers Latest studies in the field Established school of thoughts Relevant articles from renowned scientific journals and many more for a field of study or theory or a particular problem to do the following: Summarize into a brief account of all information Synthesize the information by restructuring and reorganizing Critical evaluation of a
concept or a school of thought or ideas Familiarize the authors to the extent of knowledge in the particular field Appraise Identify Evaluate Encapsulate Correlate Compare & contrast By doing the above on the relevant information, it provides the reader of the scientific manuscript with the following for a better understanding of it: It establishes the
emerging and current state of the topic of research Identifies the research gap that is still unexplored or under-research gap that is still unexplored or under-research of a particular topic The importance of literature review in scientific manuscripts can be
condensed into an analytical feature to enable the multifold reach of its significance. It adds value to the legitimacy of the research in many ways: Provides the interpretation of existing materials It helps in calculating
the impact of the latest information in the field by mapping their progress of knowledge. It brings out the dialects of contradictions between various thoughts within the field by mapping their progress of knowledge. It brings out the dialects of contradictions between various thoughts within the field by mapping their progress of knowledge. It brings out the dialects of contradictions between various thoughts within the field by mapping their progress of knowledge. It brings out the dialects of contradictions between various thoughts within the field by mapping their progress of knowledge. It brings out the dialects of contradictions between various thoughts within the field by mapping their progress of knowledge. It brings out the dialects of contradictions between various thoughts within the field by mapping their progress of knowledge. It brings out the dialects of contradictions between various thoughts within the field by mapping their progress of knowledge. It brings out the dialects of contradictions between various thoughts within the field by mapping their progress of knowledge. It brings out the dialects of contradictions between various thoughts within the field by mapping their progress of knowledge. It brings out the dialects of contradictions between various the field by mapping their progress of knowledge.
in the schema of a particular field Provides information for relevancy and coherency to check the research Apart from elucidating the continuance of knowledge, it also points out areas that require further investigation and thus aid as a starting point of any future research Justifies the research and sets up the research question Sets up a theoretical
framework comprising the concepts and theories of the research upon which its success can be judged Helps to adopt a more appropriate methodology for the research by examining the strengths and weaknesses of existing literature Provides a point
of reference by writing the findings in the scientific manuscript Helps to get the due credit from the audience for having done the fact-finding and fact-checking mission in the scientific manuscripts. The more the reference of relevant sources of its could increase more of its trustworthiness with the readers.
uniquely tweaking the scientific manuscript not to repeat others original idea By preventing plagiarism, it saves the scientific manuscript from rejection and thus also saves a lot of time and money Helps to compare and contrast to show the
originality and uniqueness of the research than that of the existing other research than the existing ones Enables the readers of the manuscript to answer the following questions of its
readers for its better chances for publicationWhat do the researchers know? What do they not know? Is the scientific manuscript reliable and trustworthy? What are the knowledge gaps of the researcher? 22. It helps the readers to identify the following for further reading of the scientific manuscript: What has been already established, discredited
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Research Paper Writing Scientific Communication in healthcare Last updated on May 14th, 2025 at 10:56 amWhether you are writing a research paper, a PhD thesis, a lengthy dissertation, or conducting a systematic review, a literature review ensures that you build your research paper, a PhD thesis, a lengthy dissertation, or conducting a systematic review, a literature review ensures that you build your research paper, a PhD thesis, a lengthy dissertation, or conducting a systematic review, a literature lies in its answer of the conducting a systematic review ensures that you build your research paper, a PhD thesis, a lengthy dissertation in healthcare Last updated on May 14th, 2025 at 10:56 amWhether you are writing a research paper, a PhD thesis, a lengthy dissertation in healthcare Last updated on May 14th, 2025 at 10:56 amWhether you are writing a research paper, a PhD thesis, a lengthy dissertation in healthcare Last updated on May 14th, 2025 at 10:56 amWhether you are writing a research paper, a PhD thesis, a lengthy dissertation in healthcare Last updated on May 14th, 2025 at 10:56 amWhether you are writing a research paper, a PhD thesis, a lengthy dissertation in healthcare Last updated on May 14th, 2025 at 10:56 amWhether you are writing a research paper, a PhD thesis, a lengthy dissertation in healthcare Last updated on May 14th, 2025 at 10:56 amWhether you are writing a research paper.
ability to avoid duplication of efforts, identify research gaps in the existing knowledge, and provide context for your study. This article identifies 15 reasons for the importance of literature review? A literature review is a comprehensive
analysis of the previous research on a specific topic. It involves summarizing, evaluating, and comparing scholarly articles, books, and other relevant sources. Moreover, it acts as the backbone of any research project by establishing the groundwork for your study by showcasing the current state of knowledge and pointing out existing gaps or
inconsistencies. Through a detailed review, you can ensure that your work is original and contributes to the field rather than replicating existing research that, in some cases, may be classified as plagiarism in research, too! Besides, its goal is to create a cohesive narrative that supports your objectives and demonstrates a deep understanding of the
subject matter. Key Element Description Definition A critical summary and evaluation of previous research related to a specific topic. Purpose To provide context, avoid duplication, and identify knowledge gaps. Why a Literature Review Is Important? No research is complete without a proper literature review. Its not surprising it is termed as the heart and
address new or unresolved questions. A literature review helps you establish the theoretical foundation of your study by identifying relevant frameworks and methodologies to help you identify which theories have been applied to similar problems, allowing you to adopt or challenge these frameworks in your research. By reviewing existing literature
researchers avoid conducting studies. This not only improves the quality of the research puestion by offering insights from existing studies. This not only improves the quality of the research but also helps
to anticipate challenges. It deepens understanding of the topic and ensures a well-rounded grasp of the subject. 8. Defines the ScopeBased on your research question, it defines the scope of research methodology required for your study. It critically analyzes each sources credibility, relevance, and reliability. The literature review process assists in
grouping related studies and discussing their findings collectively. A literature review presents the findings in a structured manner and facilitates highlighting gaps in the research. By reviewing past studies, researchers can identify successful data collection methods and analysis techniques that are relevant to their study. For instance, reviewing
similar studies can help investigate the qualitative or quantitative or quantitative differences that are more appropriate for your research questions. Without this link, your research may appear disconnected
from the broader academic field. A literature review does not merely summarize sources; it synthesizes the literature review ensures that no ethical concerns arise when reviewing
literature by giving due credit to the sources reviewed. It provides accurate in-text citations and references to acknowledge previous work. This process is facilitated by employing citation management software like Mendeley and Zotero, among several others. FAQsA literature review is essential for providing context, identifying research gaps, and
ensuring that your study builds on existing knowledge. It also helps refine research questions and inform methodological choices. Use academic databases like Google Scholar, PubMed, and JSTOR to search for relevant studies. Be sure to evaluate the quality of each source and stay updated on recent research. Citation management software such as
Zotero and EndNote can help organize your references. Additionally, AI tools like Iris.ai can assist in scanning large datasets and identifying relevant literature review provides the foundation for your study by establishing context,
identifying research gaps, guiding methodological choices, and contributing to the theoretical framework. It enhances the credibility of your research and ensures that your study makes a meaningful contribution to your field. Engaging deeply with the existing body of knowledge will set the stage for more effective and impactful research outcomes! My
journey in academia began as a dedicated researcher specializing in the fascinating world of biochemistry. Over the years, Ive had the privilege of mentoring Masters and PhD students, collaborating on research papers that pushed the boundaries of knowledge. Now, post-retirement, I guide aspiring scholars with practical PhD solutions and
methodologies, literature reviews, theses and dissertations, academic writing, formatting, and navigating the publication process. As a library, NLM provides access to scientific literature. Inclusion in an NLM database does not imply endorsement with, the contents by NLM or the National Institutes of Health. Learn more: PMC
Disclaimer | PMC Copyright Notice . 2019 Nov 19;74:e1403. doi: 10.6061/clinics/2019/e1403A sophisticated literature review (LR) can result in a robust dissertation/thesis by scrutinizing the main problem examined by the academic study; anticipating research hypotheses, methods and results; and maintaining the interest of the audience in how the
dissertation/thesis will provide solutions for the current gaps in a particular field. Unfortunately, little guidance is available on elaborating LRs, and writing an LR chapter is not a linear process. An LR translates students abilities in information literacy, the language domain, and critical writing. Students in postgraduate programs should be
systematically trained in these skills. Therefore, this paper discusses the purposes of LRs in dissertations and theses. Second, the paper considers five steps for developing a review and reflecting on the writing. Ultimately, this study proposes a twelve-item LR
checklist. By clearly stating the desired achievements, this checklist allows Masters and Ph.D. students to continuously assess their own progress in elaborating an LR. Institutions aiming to strengthen students necessary skills in critical Thinking
still an important element in any academic work, despite the more recent trend of producing scientific articles rather than classical theses. The LR is not an isolated section of the thesis/dissertation or a copy of the background section of a research proposal. It identifies the state-of-the-art knowledge in a particular field, clarifies information that is
already known, elucidates implications of the problem being analyzed, links theory and practice (3-5), highlights gaps in the current literature, and places the dissertation/thesis within the research agenda of that field. Additionally, by writing the LR, postgraduate students will comprehend the structure of the subject and elaborate on their cognitive
description of the students interpretation of the results and his/her conclusions. For scholars, the LR is an introductory chapter (6). If it is well written, it demonstrates the students understanding of and maturity in a particular topic. A sound and sophisticated LR can indicate a robust dissertation/thesis. A consensus on the best method to elaborate a robust dissertation of the results and his/her conclusions. For scholars, the LR is an introductory chapter (6). If it is well written, it demonstrates the students understanding of and maturity in a particular topic.
dissertation/thesis has not been achieved. The LR can be a distinct chapter or included in different sections; it can be part of the introduction chapter, part of each research topic, or part of each published paper (7). However, scholars view the LR as an integral part of the main body of an academic work because it is intrinsically connected to other
sections (Figure 1) and is frequently present. The structure of the LR depends on the conventions of a particular discipline, the rules of the department, and the students choose to submit their LR to peer-reviewed journals. As LRs are critical evaluations of the department, and the students choose to submit their LR to peer-reviewed journals. As LRs are critical evaluations of the department, and the students and supervisors areas of expertise, needs and interests. Interest ingly, many postgraduate students choose to submit their LR to peer-reviewed journals. As LRs are critical evaluations of the department, and the students are critical evaluations.
of current knowledge, they are indeed publishable material, even in the form of narrative or systematic reviews. However, systematic reviews have specific patterns (8) that may not entirely fit with the questions posed in the dissertation/thesis. Additionally, the scope of a systematic review may be too narrow, and the strict criteria for study inclusion
may omit important information from the dissertation/thesis. Therefore, this essay discusses the definition of an LR is and methods to develop an LR in the context of an academic dissertation/thesis. Finally, we suggest a checklist to evaluate an LR. Conducting research and writing a dissertation/thesis translates rational thinking and enthusiasm (9).
While a strong body of literature that instructs students on research methodology, data analysis and writing scientific papers exists, little guidance on performing LRs is available. The LR is a unique opportunity to assess and contrast various arguments and theories, not just summarize them. The research results should not be discussed within the LR
but the postgraduate student tends to write a comprehensive LR while reflecting on his or her own findings (10). Many people believe that writing an LR is a lonely and linear process. Supervisors or the institutions assume that the Ph.D. student has mastered the relevant techniques and vocabulary associated with his/her subject and conducts a self-
reflection about previously published findings. Indeed, while elaborating the LR, the student should be required (11). However, the parameters described above might not currently be the case for many students (11,12), and the
lack of formal and systematic training on writing LRs is an important concern (11). An institutional environment devoted to active learning will provide students the opportunity to continuously reflect on LRs, which will form a dialogue between the postgraduate students will be
interpreting studies by other researchers, and, according to Hart (1998) (3), the outcomes of the LR in a dissertation/thesis include the following: To identify what research has been performed and what topics require further investigation in a particular field of knowledge; To determine the context of the problem; To recognize the main methodologies
and techniques that have been used in the past; To place the current research project within the historical, methodological and theoretical context of a particular field; To identify significant aspects of the topic; To elucidate the implications of the topic; To elucidate the implicat
students subject vocabulary in a particular field; andTo characterize the links between theory and practice. A sound LR translates the postgraduate students expertise in academic and scientific writing: it expresses his/her level of comfort with synthesizing ideas (11). The LR reveals how well the postgraduate student has proceeded in three domains:
an effective literature search, the language domain, and critical writing. All students should be trained in gathering appropriate data for specific purposes, and information, to identify information that can help them address the issue
or problem at hand, and to locate, evaluate, and use that information effectively (14). Librarian support is of vital importance in coaching the appropriate use of Boolean logic (AND, OR, NOT) and other tools for highly efficient literature searches (e.g., quotation marks and truncation), as is the appropriate management of electronic
databases. Academic writing must be concise and precise: unnecessary words distract the reader from the essential content (15). In this context, reading about issues distant from the research topic (16) may increase students general vocabulary and familiarity with grammar. Ultimately, reading diverse materials facilitates and encourages the writing
process itself. Critical judgment includes critical reading, thinking and writing. It supposes a students analytical reflection about what he/she has read. The student should delineate the basic elements of the topic, characterize the most relevant claims, identify relationships, and finally contrast those relationships (17). Each scientific document
elaborating an LR, the postgraduate student should achieve the highest category of Blooms cognitive skills: evaluation (12). The writer should not only summarize data and understand each topic but also be able to make judgments based on objective criteria, compare resources and findings, identify discrepancies due to methodology, and construct
his/her own argument (12). As a result, the student will be sufficiently confident to show his/her own voice. Writing a consistent LR is an intense and complex activity that reveals the training and long-lasting academic skills of a writer. It is not a lonely or linear process. However, students are unlikely to be prepared to write an LR if they have not
mastered the aforementioned domains (10). An institutional environment that supports student learning is crucial. Different institutions employ distinct methods to promote students learning processes. First, many universities propose modules to develop behind the scenes activities that enhance self-reflection about general skills (e.g., the skills we
have mastered and the skills we need to develop further), behaviors that should be incorporated (e.g., self-criticism about ones own thoughts), and each students role in the advancement of his/her field. Lectures or workshops about LRs themselves are useful because they describe the purposes of the LR and how it fits into the whole picture of a
students work. These activities may explain what type of discussion an LR must involve, the importance of defining the correct scope, the reasons to include a particular resource, and the main role of critical reading. Some pedagogic services that promote a continuous improvement in study and academic skills are equally important. Examples include
workshops about time management, the accomplishment of personal objectives, active learning, and foreign languages for nonnative speakers. Additionally, opportunities to converse with other students promotes an awareness of others experiences and difficulties. Ultimately, the supervisors role in providing feedback and setting deadlines is crucial
in developing students abilities and in strengthening students writing quality (12). A consensus on the appropriate method for elaborating an LR is not available, but four main steps are generally accepted: defining the main topic, searching the literature, analyzing the results, and writing (6). We suggest a fifth step: reflecting on the information that
has been written in previous publications (Figure 2). Planning an LR is directly linked to the research main question of the thesis and occurs in parallel to students training in the three domains discussed above. The planning includes their parallel to students training in the three domains discussed above. The planning includes their parallel to students training in the three domains discussed above. The planning includes their parallel to students training in the three domains discussed above.
following steps:Reflecting on the scope of the LR: postgraduate students will have assumptions about what information is not essential to an LR (13,18). Coopers Taxonomy of Literature Reviews2 systematizes the writing process through six characteristics and nonmutually exclusive categories. The focus refers to
the reviewers most important points of interest, while the goals concern what students want to achieve with the LR and how he/she presents a particular issue. The coverage defines how comprehensive the student is in presenting the literature, and the organization determines the
sequence of arguments. The audience is defined as the group for whom the LR is written. Designating sections and subsections: Headings and subsections: Headings and subsections and subsections and depth of argument. Identifying
keywords: The relevant keywords for each LR section should be listed to guide the literature search. This list should mirror what Hart (1998) (3) advocates as subject vocabulary. The keywords will also be useful when the student is writing the LR since they guide the reader through the text. Delineating the time interval and language of documents to
be retrieved in the second step. The most recently published documents should be considered, but relevant texts published before a predefined cutoff year can be included if they are classic documents in that field. Extra care should be employed when translating documents. The ability to gather adequate information from the literature must be
addressed in postgraduate programs. Librarian support is important, particularly for accessing difficult texts. This step comprises the following components: Searching the literature itself: This process consists of defining which databases (electronic or dissertation/thesis repositories), official documents, and books will be searched and then actively
conducting the search. Information literacy skills have a central role in this stage. While searching electronic databases, controlled vocabulary (e.g., Medical Subject Headings, or MeSH, for the PubMed databases) or specific standardized syntax rules may need to be applied. In addition, two other approaches are suggested. First, a review of the
reference list of each document might be useful for identifying relevant publications to be assessed. This step is also relevant prize to consult with them regarding their
experience or use them as a source of additional unpublished documents. Before submitting a dissertation/thesis, the electronic search strategy should be repeated. This process will ensure that the most recent literature will be included in
the form of published peer-reviewed papers. Assess books and unpublished material, such as conference abstracts, academic texts and government reports, are also important to assess since the gray literature also offers valuable information. However, since these materials are not peer-reviewed, we recommend that they are carefully added to the
LR.This task is an important exercise in time management. First, students should read the title and abstract to understand whether that document suits their purposes, addresses the research question, and helps develop the topic of interest. Then, they should scan the full text, determine how it is structured, group it with similar documents, and
should be asked to practice critical analysis skills, as listed below. Is the research question evident and articulated with previous knowledge? What are the authors research? Do the authors consider different perspectives? Was the
research project designed and conducted properly? Are the results and discussion plausible, and are they consistent with the research objectives and methodology? What are the strengths and limitations of this work? How do the authors support their findings? How does this work contribute to the current research topic? (1,19)Taking notes: Students
who systematically take notes on each document are more readily able to establish similarities or differences with other documents and to highlight personal observations. This approach reinforces the students ideas about the next step and helps develop his/her own academic voice (1,13). Voice recognition software (16), mind maps (5), flowcharts,
tables, spreadsheets, personal comments on the referenced texts, and note-taking apps are all available tools for managing these observations, and the student is considering submitting an LR to a peer-reviewed journal, notes should be taken on the
activities performed in all five steps to ensure that they are able to be replicated. The recognition of when a student is able and ready to write after a sufficient period of reading and thinking is likely a difficult task. Some students can produce a review in a single long work session. However, as discussed above, writing is not a linear process, and
students do not need to write LRs according to a specific sequence of sections. Writing an LR is a time-consuming task, and some scholars believe that a period of at least six months is sufficient (6). An LR, and decisions about methods
to progress in the chosen field of knowledge. Thus, each student is expected to present a different learning and writing trajectory. In this step, writing methods should be considered; then, editing, citing and correct referencing should be considered; then, editing, citing and correct referencing should be considered; then, editing, citing and correct referencing should be considered; then, editing, citing and correct referencing should be considered; then, editing, citing and correct referencing should be considered; then, editing, citing and correct referencing should be considered; then, editing, citing and correct referencing should be considered; then, editing, citing and correct referencing should be considered; then, editing, citing and correct referencing should be considered; then, editing, citing and correct referencing should be considered; then, editing the considered; then, editing the considered; then, editing the considered is a considered of the considered is a considered of the considered of the considered is a considered of the considered of the considered is a considered of the considered of
 and improving the understanding of the information that has been read (1). Students should consider the following parameters when creating an agenda for writing the LR: two-hour writing blocks (at minimum), with prespecified tasks that are possible to complete in one section; short (minutes) and long breaks (days or weeks) to allow sufficient ti
for mental rest and reflection; and short- and long-term goals to motivate the writing itself (20). With increasing experience, this scheme can vary widely, and it is not a straightforward rule. Importantly, each discipline has a different way of writing (1), and each department has its own preferred styles for citations and references. In this step, the
postgraduate student should ask him/herself the same questions as in the analyzing the results step, which can take more time than anticipated. Ambiguities, repeated ideas, and a lack of coherence may not be noted when the student is immersed in the writing task for long periods. The whole effort will likely be a work in progress, and continuous
refinements in the written material will occur once the writing process has begun. In contrast to review papers, the LR of a dissertation/thesis should maintain the interest of the audience in how that dissertation/thesis will provide solutions for the current
gaps in a particular field. A checklist for evaluating an LR is convenient for students continuous academic development and research transparency: it clearly states the desired achievements for the LR of a dissertation/thesis. Here, we present an LR checklist development from an LR scoring rubric (11). For a critical analysis of an LR, we maintain the five
categories but offer twelve criteria that are not scaled (Figure 3). The criteria all have the same importance and are not mutually exclusive. This criterion builds on the main topic and selecting literature, postgraduate students must convince their audience about the
adequacy of their search strategy and their reasons for intentionally selecting what material to cover (11). References from different fields of knowledge provide distinct perspective, but narrowing the scope of coverage may be important in areas with a large body of existing knowledge. A critical examination is an assessment of distinct aspects in the
field (1) along with a constructive argument. It is not a negative critique but an expression of the students understanding of how other scholars have added to the topic (1), and the student should analyze and contextualize contradictory statements. A writers personal bias (beliefs or political involvement) have been shown to influence the structure and
writing of a document; therefore, the cultural and paradigmatic background guide how the theories are revised and presented (13). However, an honest judgment is important when considering different perspectives. The broader scholarly literature should be related to the chosen main topic for the LR (how to develop the literature review section).
The LR can cover the literature from one or more disciplines, depending on its scope, but it should always offer a new perspective. In addition, students should be careful in citing and referencing previous publications. As a rule, original studies and primary references should generally be included. Systematic and narrative reviews present
summarized data, and it may be important to cite them, particularly for issues that should be understood but do not require a detailed description. Similarly, quotations highlight the exact statement from another publication. However, excessive referencing may disclose lower levels of analysis and synthesis by the student. Situating the LR in its
historical context shows the level of comfort of the student in addressing a particular topic. Instead of only presenting statements and theories in a temporal approach, which occasionally follows a linear timeline, the LR should authentically characterize the students academic work in the state-of-art techniques in their particular field of knowledge
Thus, the LR should reinforce why the dissertation/thesis represents original work in the chosen research field. Distinct theories on the same topic. These misunderstandings should be addressed and contemplated. The LR should not synthesize all
theories or concepts at the same time. Although this approach might demonstrate in-depth reading on a particular topic, it can reveal a students inability to comprehend and synthesize his/her research problem. The LR is a unique opportunity to articulate ideas and arguments and to purpose new relationships between them (10,11). More importantly,
a sound LR will outline to the audience how these important variables and phenomena will be addressed in the current academic work. Indeed, the LR should build a bidirectional link with the remaining sections and ground the connections between all of the sections (Figure 1). The LR is a creative inquiry (13) in which the student elaborates his/her
own discourse, builds on previous knowledge in the field, and describes his/her own perspective while interpreting others work (13,17). Thus, students should articulate the current knowledge, not accept the results at face value (11,13,17), and improve their own cognitive abilities (12). The LR is expected to distinguish the research that has been
completed from investigations that remain to be performed, address the benefits and limitations of the main methods applied to date, and consider the strategies for addressing the expected limitations described above. While placing his/her research within the methodological context of a particular topic, the LR will justify the methodology of the
study and substantiate the students interpretations. The audience expects the writer to analyze and synthesize methodological approaches in the field. The findings should be explained according to the strengths and limitations of previous research methods, and students must avoid interpretations that are not supported by the analyzed literature.
This criterion translates to the students comprehension of the applicability and types of answers provided by different research methodologies, even those using a quantitative or qualitative research methodologies, even those using a quantitative or qualitative research methodologies, even those using a quantitative or qualitative research methodologies, even those using a quantitative or qualitative research methodologies, even those using a quantitative or qualitative research methodologies, even those using a quantitative or qualitative research methodologies, even those using a quantitative or qualitative research methodologies, even those using a quantitative research methodologies, even those using a quantitative or qualitative research methodologies, even those using a quantitative research methodologies, even those using a quantitative or qualitative research methodologies, even those using a quantitative research methodologies and a quantitative research methodologies.
Therefore, the LR should discuss how the research problem is currently addressed in the discipline being investigated or in different disciplines, depending on the scope of the LR. The LR explains the academic paradigms in the topic of interest (13) and methods to advance the field from these starting points. However, an excess number of personal
citations whether referencing the students research or studies by his/her research terminology (e.g., risk versus associated factor), methodology (e.g.,
efficacy versus effectiveness) and plausible interpretations in the context of the field. Notably, the academic argument about a topic may not always reflect the debate in real life terms. For example, using a quantitative approach in epidemiology, statistically significant differences between groups do not explain all of the factors involved in a particular
problem (21). Therefore, excessive faith in p-values may reflect lower levels of critical evaluation of the context and implications of a research problem by the student. This category strictly relates to the language domain: the text should be coherent and presented in a logical sequence, regardless of which organizational (18) approach is chosen. The
beginning of each section/subsection should generally summarize the content. Additionally, the students statements are clear, sound, and linked to other scholars works, and precise and concise language that
follows standardized writing conventions (e.g., in terms of active/passive voice and verb tenses) is used. Attention to grammar, such as orthography and punctuation, indicates prudence and supports a robust dissertation/thesis. Ultimately, all of these strategies provide fluency and consistency for the text. Although the scoring rubric was initially
proposed for postgraduate programs in education research, we are convinced that this checklist is a valuable tool for all academic areas. It enables the monitoring of students learning curves and a concentrated effort on any criteria that are not yet achieved. For institutions, the checklist is a guide to support supervisors feedback, improve students
writing skills, and highlight the learning goals of each program. These criteria do not form a linear sequence, but ideally, all twelve achievements should be perceived in the LR.A single correct method to classify, evaluate and quide the elaboration of an LR has not been established. In this essay, we have suggested directions for planning, structuring
and critically evaluating an LR. The planning of the scope of an LR and approaches to complete it is a valuable effort, and the five steps represent a rational starting point. An institutional environment devoted to active learning will support students in continuously reflecting on LRs, which will form a dialogue between the writer and the current
literature in a particular field (13). The completion of an LR is a challenging and necessary process for understanding ones own field of expertise. Knowledge is always transitory, but our responsibility as scholars is to provide a critical contribution to our field, allowing others to think through our work. Good researchers are grounded in sophisticated
LRs, which reveal a writers training and long-lasting academic writing. Leite DFB has initially conceived the idea and has written the first draft of this review. Padilha MAS and Cecatti JG have supervised data interpretation and critically
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