Review Chara Review characteristics First Author	s for met		characteristics for studies providing  Sample Restrictions	Year Range Earliest	Sample Age	Outcomes Assessed	Exposures Assessed
Abrami	2020	Include: Experimental designs	None specified	2009- 2019	School-age Children (Early Primary, Elementary)	<ul> <li>Literacy:     Listening     comprehension</li> <li>Literacy:     Phonics</li> <li>Literacy:     Phonomic     awareness</li> <li>Literacy:     awareness</li> </ul>	<ul> <li>Intervention:</li> <li>Literacy</li> <li>(Abracadabra)</li> </ul>
						Reading comprehension Literacy: Reading fluency Literacy: Vocabulary knowledge  Learning:	• Screen use: General
Adelantado- Renau	2019	Include: Cross-sectional studies	None specified	1982- 2019	Children; Adolescents (5.7-18.0)	<ul> <li>General</li> <li>Literacy:         General</li> <li>Numeracy:         General</li> <li>Healthy         behavior: Self-         efficacy</li> </ul>	<ul> <li>TV programs and movies: General</li> <li>Video games: General</li> </ul>
Andrade	2019	Include: Interventions	Include: Overweight and obese	2010- 2017	Children; Adolescents	<ul><li>Psychological health: Depression</li><li>Psychological</li></ul>	<ul> <li>Video games: Physically active</li> </ul>
Arztmann	2022	None specified	None specified	2008- 2020	School-age Children (Primary, Elementary, Middle School)	perceptions: Self-esteem  • Learning:	<ul> <li>Video games: Educational (with competition)</li> </ul>
Aspiranti		Include: Interventions	Include: Autism  Exclude: Atypical population	2013- 2015	School-age Children (Primary, Elementary) Adolescents	<ul> <li>Learning: General</li> <li>Sleep: Bedtime</li> <li>Sleep: Duration</li> </ul>	<ul> <li>Intervention:         Education         (touch screen)</li> <li>Computer use:         General</li> <li>Internet use:         General</li> <li>Screen use:         General (mobile</li> </ul>
Bartel  Beck Silva	2015	Include: Randomised controlled trials	(except for delayed sleep phase disorder or insomnia)  Exclude: Any disease Mental	2014	Adolescents (12.2-17.7)  Adolescents	<ul> <li>Sleep: Time to fall asleep</li> <li>Diet: Fat</li> </ul>	<ul> <li>General (mobile phone)</li> <li>TV programs and movies: General</li> <li>Video games: General</li> <li>Intervention: Nutrition (in</li> </ul>
Benavides- Varela Blok	2020	and quasi-RCTs.  Include: Randomised controlled trials  None	Include: Math difficulties  Include: Regular students, poor readers or dyslexics Exclude: Severe or multiple disabilities	2019 2006- 2018 1990- 2000	Children  All (5.4-11.5)	<ul> <li>Numeracy:         Mathematics</li> <li>Literacy:         Reading fluency</li> </ul>	<ul> <li>Intervention:         Mathematics</li> <li>Intervention:         Literacy</li> </ul>
Bossen	2020	Include: Randomised controlled trials	Include: Chronic disease	2011- 2018	Children (10.0-15.7)	<ul> <li>Body composition</li> <li>Cardiometabolic health: Fitness</li> <li>Physical activity: General</li> <li>Physical health: Muscular fitness</li> </ul>	Health promoting content
Boyland Byun		Include: Experimental Include: All quantitative designs	None specified  None specified	2004- 2015 2006- 2014	Children; Adolescents (6.0-10.4) School-age Children	<ul> <li>Diet: Food intake</li> <li>Numeracy: General</li> <li>Cognition:</li> </ul>	<ul><li>Advertising: Unhealthy food</li><li>Video games: Numeracy</li></ul>
Cao	2020	Include: designs with control groups	Exclude: Brain damage	2002- 2019	Children (3.4-14.3)	Executive functioning Cognition: Executive Functioning (cognitive flexibility) Cognition: Executive Functioning	<ul> <li>Computer use: Executive functioning training</li> </ul>
						<ul> <li>(inhibition)</li> <li>Cognition:         <ul> <li>Executive</li> <li>Functioning</li> <li>(working</li> <li>memory)</li> </ul> </li> <li>Body         <ul> <li>composition</li> <li>Diet: Fat</li> </ul> </li> </ul>	
				2003	School-age Children	<ul> <li>consumption</li> <li>Diet: Fruit and vegetable intake</li> <li>Diet: Fruit intake</li> <li>Diet: Sugary drinks and snacks</li> <li>Physical</li> </ul>	• Intervention:
Champion	2019	Include: Randomised controlled trials	None specified	2003– 2017	School-age Children (11.4-15.9)	activity: General Physical activity: Moderate-to- vigorous intensity Risky behavior: Alcohol consumption	Lifestyle risk behaviour (at school)
Chan	2014	Include: Experimental; Quasi- experimental	None specified	2002- 2012	School-age Children	<ul> <li>Risky behavior: Smoking</li> <li>Screen time: General</li> <li>Numeracy: General</li> </ul>	<ul> <li>Intervention:         Dynamic         geometry         software     </li> </ul>
Chauhan Chen	2017	Include: pre-post designs with or without control group  Include: Experimental designs	None specified  None specified	2001- 2016 2008- 2019	School-age Children (Primary, Elementary)	<ul><li>Learning: General</li><li>Learning: General</li></ul>	<ul> <li>Screen use: General (in schools)</li> <li>Video games: Educational (with competition)</li> </ul>
Cheung Cheung	2012	Include: Randomised controlled trials  Include: Experimental; Quasi- experimental	None specified  None specified	1982- 2010 1980- 2010	School-age Children School-age Children	<ul><li>Literacy: Reading</li><li>Numeracy: General</li></ul>	<ul> <li>Intervention: Reading (in schools)</li> <li>Intervention: Mathematics (in schools)</li> </ul>
Cho	2018	Include: experiemental designs with control group	None specified	2008-2013	All	<ul> <li>Learning: Second language</li> <li>Psychological health: ADHD</li> </ul>	<ul> <li>Screen use:         General (mobile phone for language learning)</li> </ul>
Claussen	2022	Include: Longitudinal; Retrospective  Include: randomised experimental designs	None specified  Exclude: Disabilities	2004- 2018 2011- 2016	All	<ul> <li>Psychological health: ADHD Symptoms (Inattention)</li> <li>Literacy: Reading performance</li> </ul>	<ul> <li>Screen use: General</li> <li>Screen use: Reading (vs paper)</li> </ul>
Comeras- Chueca	2021	include: randomized and non- randomized controlled trials (control group with no intervention or traditional exercise intervention)	Exclude: Disabilities, diseases or disorders, overweight or obese	2008- 2019	All (4.5-11.6)	<ul> <li>Body composition:         BMI</li> <li>Cardiometabolic health: Fitness</li> <li>Body composition:         BMI</li> </ul>	<ul> <li>Video games: Physically active</li> </ul>
Comeras- Chueca	2021	Include: randomized and non- randomized controlled with control group with no intervention or traditional exercise intervention	Include: Overweight and obese Exclude: Participants with disabilities, diseases or disorders other than obesity	2010- 2020	All (8.0-14.0)	<ul> <li>Body composition:     BMI z-score</li> <li>Body composition:     Body fat percentage</li> <li>Body composition:     Fat-free mass</li> <li>Body</li> </ul>	<ul> <li>Video games: Physically active</li> </ul>
Coyne	2018	None	None specified	1975- 2017	Children; Adolescents	composition: Waist circumference  Prosocial Behavior: General	• Screen use: Prosocial content
Cunningham  Cushing	2021	Include: Quantitative designs Include: All quantitative designs; Experimental	None specified  None specified	2014- 2018 1989- 2009	All (11.2-16.8)  Children; Adolescents	General  • Body	<ul> <li>Social Media: General (duration)</li> <li>Intervention: Health behaviours</li> </ul>
Darling	2017	Include: Intervention	None specified	2006- 2016	Children; Adolescents (8.7-16.0)	composition <ul><li>Diet: Healthy</li></ul>	<ul> <li>Intervention: To promote health (via mobile phone)</li> </ul>
Eirich		Include: experimental or observational  Include: Quantitative designs	Exclude: Atypically developing  Include: Healthy children	1978- 2021 2017- 2019	Children (0.5-11.0) Early childhood; Pre- school		<ul> <li>Screen use: General</li> <li>Screen use: General (meeting guidelines)</li> </ul>
Ferguson		None Include: Experimental, correlational, or	None specified  None specified	2005- 2017 2009-	Children; Adolescents	<ul> <li>Risky behavior: Sexual activity</li> <li>Risky behavior: Sexual activity (initiation)</li> <li>Aggression:</li> </ul>	<ul><li>guidelines)</li><li>Screen use: Sexual content</li><li>Video games:</li></ul>
Ferguson  Folkvord  Furenes		Include: Experimental, correlational, or longitudinal  Include: Interventions  Include: experimental or quasi-experimental	None specified  None specified  Exclude: Cochlear implants or autism Autism	2009- 2013 2007- 2018 2002- 2019	(7.8-17.5)  Children; Adolescents  Early childhood; Preschool; School-age Children (Early	General	<ul><li>Violent content</li><li>Advertising: Advergames</li></ul>
Gardella	2017	Include: Cross-sectional	None specified	2006- 2014	Adolescents (12.5-16.2)	<ul> <li>Literacy:         Vocabulary         learning:         <ul> <li>Learning:                 Educational                 achievement                 problems</li> <li>Learning:                  School</li> </ul> </li> </ul>	<ul> <li>Internet use:</li> <li>Cyberbullying</li> <li>victimization</li> </ul>
Garzón	2019	Include: Experimental with control group  Include: Experimental; Quasi-	None specified	NA 2004-	All School-age Children	<ul><li>attendance problems</li><li>Learning: General</li></ul>	<ul> <li>Intervention:         Augmented         reality</li> <li>Intervention:         Whiting</li> </ul>
Graham Hammersley		experimental  Include: Randomised controlled trials	Exclude: Those with special needs, require a special diet, or have a condition that would limit physical activity	2011 2003- 2013	(Primary, Elementary, Middle School)  Children; Adolescents	<ul><li>Body composition</li><li>Learning:</li></ul>	<ul> <li>Writing feedback</li> <li>Intervention: To promote healthy weight (obesity prevention)</li> <li>Intervention:</li> </ul>
Hao Hassan-Saleh	2021	Include: Experimental with control group  Include: Experimental; Quasi-experimental	Exclude: Disabilities  None specified	2012- 2018 2008- 2016	School-age Children  Children; Adolescents	Pronunciation	<ul> <li>English as foreign language</li> <li>Intervention: Pronunciation</li> <li>Intervention: To promote</li> </ul>
Hernandez- Jimenez Hurwitz	2019	Include: Randomised controlled trials  Include: Experimental; Quasi- experimental  None	None specified  None specified  None specified	2009- 2018 2009- 2017	Children; Adolescents (9.9-16.6)  Children; Adolescents  Early childhood; Preschool; School-age	activity: General	physical activity (via mobile phone)  Video games: Physically active  Intervention:
lvie		Include: Correlational studies  Include: Experimental; Cross-sectional; Longitudial	None specified  Include: Healthy children	2012- 2019 2007- 2019	Children (Early Primary, Elementary)  Adolescents (14.0-18.0)  Children	<ul> <li>General</li> <li>Psychological health: Depression</li> <li>Sleep: Duration</li> </ul>	<ul> <li>Literacy videos</li> <li>Social Media: General</li> <li>Screen use: General</li> </ul>
Kates	2018	None  Include: experimental or quasi-experimental	None specified  None specified	2008- 2016 2010- 2018	School-age Children  School-age Children (Early Primary,	<ul> <li>Learning: General</li> <li>Learning: Literacy and numeracy</li> <li>Literacy:</li> </ul>	<ul> <li>Screen use:         General (mobile phone)</li> <li>Screen use:         Educational</li> </ul>
Kroesbergen	2003	Include: Within subject design; between subject design	Include: Math difficulties	2018 1985- 1999	School-age Children (Primary, Elementary) (7.0-11.3)	General  Numeracy: General  Numeracy: General	<ul> <li>Intervention:         Mathematics         (via computer in classrooms)</li> </ul>
Kucukalkan Li	2019	Include: Experimental; Quasi-experimental	Include: Dyscalculia  None specified	2007- 2016 1991- 2005	School-age Children (Primary, Elementary) School-age Children	<ul> <li>Numeracy: General</li> <li>Developmental: Gross motor (locomotor)</li> </ul>	<ul><li>Intervention: Mathematics</li><li>Intervention: Mathematics</li></ul>
Li	2022	Include: Randomised controlled trials	Include: Atypically developing	2012-2020	Children; Adolescents	Developmental:     Gross motor	<ul> <li>Intervention:         Active video         games for motor         skills</li> <li>Computer use:</li> </ul>
Liao Liao		Include: experimental or quasi- experimental  Include: All quantitative designs  Include: Randomised controlled trials	None specified  None specified  None specified	2014- 2021 1990- 2003	School-age Children (Primary, Elementary) Children; Adolescents	<ul><li>Body</li></ul>	Programming exercises  Intervention: Education (via computer)  Intervention: Screentime
Liao		Include: Randomised controlled trials  Include: All quantitative designs	None specified  None specified	2012 2007- 2014	(4.0-14.7) All (13.3-16.6)	<ul> <li>Psychological health: Anxiety</li> <li>Psychological health: Depression</li> <li>Psychological health: health:</li> </ul>	<ul> <li>Screentime reduction</li> <li>Social Media: Instant messaging</li> <li>Video games: General</li> </ul>
Liu		Include: studies with control group	None specified	NA 2014-	All	<ul> <li>Satisfaction</li> <li>Cognition: Creativity</li> <li>Psychological health: Negative coping</li> </ul>	<ul> <li>Screen use: General</li> <li>Screen use: General (mobile</li> </ul>
Lu	2021	Include: Cross-sectional only	Include: Healthy only	2014-	Adolescents	style • Psychological health: Positive coping style	<ul> <li>phone addiction)</li> <li>Intervention: Education (general)</li> <li>Screen use:</li> </ul>
Madigan	2020	Include: Observational Exclude: Qualitative	Exclude: Asd or intellectual disability	1973- 2019	Children (0.5-10.6)	<ul><li>Literacy: General</li></ul>	<ul> <li>General</li> <li>Screen use:     General     (coviewing)</li> <li>TV programs     and movies:     Coviewing</li> <li>TV programs     and movies:     Educational</li> <li>TV programs</li> </ul>
Major	2021	Include: Randomised controlled trials	None specified	2007- 2020	Children; Adolescents	<ul><li>Learning: General</li></ul>	and movies: General  TV programs and movies: General (in background)  Intervention: Literacy
						<ul> <li>Cognition:     Cognitive     Functioning</li> <li>Cognition:     Executive     functioning</li> <li>Developmental:     General</li> </ul>	(Abracadabra)
Mallawaarachchi	2022	Include: Cross-sectional or longitudinal	Include: Non-clinical	2014- 2020	Early childhood; Preschool (1.4-5.4)	<ul> <li>Developmental: Language or speech</li> <li>Psychological health: Psychosocial factors</li> <li>Psychological health: Self-</li> </ul>	<ul> <li>Screen use: General (mobile or tablet)</li> </ul>
Mares	2005	None	None specified	1969- 1989	Children	regulation Sleep: General  Aggression: Towards peers Cognition: Reducing stereotypes Prosocial Behavior: Altruism	<ul> <li>TV programs and movies: General</li> </ul>
						<ul> <li>Altruism</li> <li>Social interactions:         General</li> <li>Cognition:         Moral reasoning and perception of out-groups</li> </ul>	
Mares	2013	None	None specified	1973- 2010	Children	<ul> <li>Learning: General</li> <li>Learning: Literacy and numeracy</li> <li>Learning: Physical and social environment</li> </ul>	• Intervention: Sesame Street
Marker Marshall		None specified  None	None specified  None specified	2001- 15 1985- 2002	All (6.0-12.2)  Children; Adolescents	<ul> <li>Body composition</li> <li>Body composition</li> <li>Physical activity: General</li> </ul>	<ul> <li>Video games: General</li> <li>TV programs and movies: General</li> <li>Video games: General</li> </ul>
Martins Martins	2019	Include: All quantitative designs  Include: Cross-over or parallel randomized controlled trials	None specified  None specified  Exclude: Contraindictions to	2003- 2018 2006- 2017	All Children; Adolescents	intake (calories)	<ul> <li>Screen use: General</li> <li>TV programs and movies: Mealtime</li> <li>Intervention: To promote</li> </ul>
Mazeas McArthur	2022	Include: Randomised controlled trials  Include: Randomised controlled trials and quasi-RCTs.	Exclude: Contraindictions to physical activity Intellectual and cognative impairments  Include: Poor readers	2015- 2019 1994- 2009	All (10.3-17.8) All (6.7-16.2)	<ul> <li>Physical activity:         General</li> <li>Literacy:         Phonics</li> </ul>	<ul> <li>Intervention: To promote physical activity (via gamification)</li> <li>Intervention: Literacy (phonics; via computer)</li> </ul>
McArthur Mei	2018	Include: Randomised controlled trials and quasi-RCTs.  Include: cross-sectional, case-control, and cohort studies	Include: Poor readers  None specified	1994- 2015 2004- 2018	Children; Adolescents  Nov-20 (13.5-16.8)	<ul> <li>Literacy: General</li> <li>Sleep: Duration</li> <li>Sleep: Problems</li> <li>Sleep: Time to fall asleep</li> </ul>	• Intervention: Literacy
Merchant	2014	Include: Experimental with control group	None specified	NA	School-age Children	<ul><li>Learning: General</li></ul>	<ul> <li>Screen use:         Virtual reality         simulations         (Educational)</li> <li>Screen use:         Virtual reality         worlds         (Educational)</li> <li>Video games:         Virtual reality</li> </ul>
Neitzel	2022	Include: random assignment or quasi- experimental	Include: Poor readers	2004- 2020	School-age Children (Primary, Elementary)	<ul> <li>Cognition:</li> <li>Cognitive</li> <li>Functioning</li> </ul>	<ul> <li>Video games: Virtual reality (Educational)</li> <li>Intervention: Reading</li> </ul>
Oldrati	2020	Include: Group-control experimental design	Include: Both typically developing and atypically developing with neurodevelopmental disorder	2006- 2018	School-age Children	<ul> <li>Cognition:         Executive         functioning</li> <li>Cognition:         Verbal skills</li> <li>Cognition:         Visuospatial         skills</li> <li>Numeracy:         General</li> </ul>	<ul> <li>Intervention: Cognitive training</li> </ul>
Paik Pearce	1994		None specified	NA 1986-	Children: Adolescents	<ul> <li>Psychological health:         Adjustment</li> <li>Antisocial Behaviour:         General</li> <li>Psychological</li> </ul>	<ul> <li>TV programs and movies: Violent content</li> <li>TV programs and movies:</li> </ul>
Pearce	2016	Include: All quantitative designs  None	None specified  Include: Healthy populations only	1986- 2012 2001- 2010	Children; Adolescents Children; Adolescents	health: Internalizing  Cardiometabolic health: Maximum oxygen consumption Physical	and movies: Scary content
Powers	2013	Include: Experimental or quasi- experimental designs	None specified	2010 1985- 2012	All	<ul> <li>Arrysical activity: Energy expenditure</li> <li>Physical activity: Heart rate</li> <li>Cognition: Information processing</li> </ul>	<ul><li>Physically active</li><li>Video games: General</li></ul>
Prescott Reynard		Include: Longitudinal  None specified	None specified  Exclude: Neurological disorder	2008- 2017 2016- 2020	All (8.9-16.0)  Children; Adolescents	<ul> <li>Psychological</li> </ul>	<ul> <li>Video games: Violent content</li> <li>Intervention: To improve emotional regulation</li> <li>Intervention: To improve</li> </ul>
Rodriguez- Rocha	2019	Include: Experimental; Quasi-experimental	None specified	2020 1999- 2018	All (4.5-15.4)	<ul> <li>Psychological health: Emotion regulation</li> <li>Diet: Fruit and vegetable intake</li> </ul>	
Sadeghirad Scherer	2016	Include: Randomised controlled trials  Include: Experimental or quasi-experimental designs	None specified  Exclude: Clinical or special needs populations	1978- 2014 1973- 2017	Children; Adolescents (3.8-11.0)  All (6.5-16.8)	<ul> <li>Diet: Food intake (calories)</li> <li>Diet: Food intake (grams)</li> <li>Diet: Unhealthy food choice</li> <li>Learning: Programming skills</li> </ul>	<ul> <li>Advertising: Unhealthy food</li> <li>Intervention: Education (programming)</li> </ul>
Schroeder Scionti	2013	Include: Experimental; Quasi-experimental  Include: Interventions	None specified  None specified	2001- 2009- 2009- 2019	(6.5-16.8)  All  Children (4.3-6.1)	_	
Shin	2019	Include: Interventions	Include: No health conditions except obesity	2013- 2018	Children; Adolescents (12.0-15.7)	<ul> <li>Body composition</li> <li>Diet: Sugary drinks</li> <li>Physical activity: General</li> </ul>	<ul> <li>Intervention: To promote health (via mobile phone app)</li> <li>Intervention: To promote health (via mobile phone)</li> <li>Intervention: To</li> </ul>
Shin	2022	Include: Quantitative designs	None specified	2003-2021	Adolescents (10.4-18.0)	<ul> <li>Screen time: General</li> <li>Psychological health: Depression</li> </ul>	<ul> <li>Intervention: To promote health (via text message)</li> <li>Internet use: General</li> </ul>
Slavin Strouse	2014 2021	Include: Randomised controlled trials; Quasi-experimental; Observational  Include: experimental and quasi-experimental designs  Include: Experimental; Quasi-	None specified  Include: No developmental delay  None specified	2000- 2011 1994- 2019	School-age Children (Primary, Elementary) Early childhood; Pre- school; School-age Children (Early Primary, Elementary) (0.8-6.5)	<ul><li>Learning: General</li><li>Learning:</li></ul>	<ul> <li>Intervention: Science (in schools)</li> <li>Screen use: Video (vs face- to-face)</li> <li>e-Books:</li> </ul>
Takacs	2014	Include: Experimental; Quasi- experimental	None specified	1980- 2014	All	<ul> <li>General</li> <li>Cognition:     Executive     Functioning     (accuracy)</li> <li>Cognition:     Executive     Functioning</li> </ul>	Narration
Takacs	2019	Include: Randomised controlled trials and quasi-RCTs.	None specified	2001- 2016	Children	<ul> <li>(cognitive flexibility)</li> <li>Cognition:     Executive Functioning (inhibition)</li> <li>Cognition:     Executive Functioning (working</li> </ul>	• Intervention: Education (via computer)
Tekedere Tokac		None Include: desgins with a control group	None specified  None specified	2010- 2015 2006- 2016	All School-age Children	<ul> <li>(working memory)</li> <li>Learning: General</li> <li>Numeracy: Mathematics</li> </ul>	<ul> <li>Intervention:         Augmented         reality</li> <li>Video games:         Educational</li> </ul>
Vahedi van Ekris	2018	Include: Interventions (pre-post or controlled). Exclude: Cross-sectional  Include: Prospective design	None specified  None specified	2015- 2016 2005-	School-age Children (Middle/High School) School-age Children	<ul> <li>Risky behavior:         Media literacy</li> <li>Risky behavior:         Risk taking         (attitude)</li> <li>Body</li> </ul>	<ul> <li>Intervention:         Media literacy         (web-based)</li> <li>Computer use:         General</li> </ul>
van Ekris Vannucci	2016	Include: Prospective design  Exclude: Qualitative; Case studies	None specified  None specified	2005- 2015 2011- 2018	School-age Children (2.0-16.3)  Adolescents (12.6-18.0)	<ul> <li>Body composition</li> <li>Risky behavior: Risk taking (general)</li> <li>Risky behavior: Risky sexual behaviour</li> </ul>	<ul> <li>General</li> <li>TV programs and movies: General</li> <li>Social Media: General</li> </ul>
Williams		None	None specified  None specified	1954- 1980	(12.6-18.0)  School-age Children (5.0-17.0)	<ul><li>behaviour</li><li>Risky behavior: Substance abuse</li><li>Learning: General</li></ul>	<ul><li>TV programs and movies: General</li></ul>
Wouters Wouters	2013	Include: experimental designs  Include: Experimental with control group	Exclude: Disabilities  None specified	2005- 2012 1993- 2007	All	<ul><li>Learning: Motivation</li><li>Learning: General</li></ul>	<ul> <li>Video games: Educational</li> <li>Video games: Educational (instructional support)</li> <li>Intervention:</li> </ul>
Xie Yin	2018	Include: Experimental; Quasi- experimental; Pre-test post-test  None specified	None specified  None specified	2010- 2018 2006- 2016	Children (1.8-5.9)	<ul> <li>Learning: General</li> <li>Psychological health: General</li> <li>Psychological health: Positive mental health</li> </ul>	<ul> <li>Intervention: Education (touch screen)</li> <li>Social Media: General</li> </ul>
Zhou	2020	Exclude: Non-empirical studies; Qualitative; Systematic reviews or meta-analyses	None specified	2009- 2018	All	<ul> <li>Healthy behavior: General</li> <li>Healthy behavior: Selfeficacy</li> <li>Psychological health: Enjoyment</li> </ul>	<ul> <li>Video games: Health promoting content</li> </ul>
Zucker <sup>1</sup> Where provided	2009	Include: Randomised controlled trials; Quasi-experimental; Observational	None specified	1997- 2006	School-age Children (Primary, Elementary)	<ul><li>Enjoyment</li><li>Literacy: Decoding</li></ul>	• e-Books: General
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