

Review Characteristics		Review characteristics for studies providing unique effects					
Review characteristics and quality assessment for meta-analyses providing unique effects							
First Author	Year	Design Restrictions	Regions Restrictions	Study Range Earliest - Latest	Sample Age Restrictions (Age Range) <sup>†</sup>	Outcomes Assessed	Exposures Assessed
Abrami	2020	Include: Experimental designs	None specified	2009–2019	Pre K to Grade 3	<ul style="list-style-type: none"><li>Literacy: Listening comprehension</li><li>Literacy: Phonics</li><li>Literacy: Phonomic awareness</li><li>Literacy: Reading comprehension</li><li>Literacy: Reading fluency</li><li>Literacy: Vocabulary knowledge</li></ul>	<ul style="list-style-type: none"><li>Intervention: Literacy (Abracadabra; in schools)</li></ul>
Adelantado-Renu	2019	Exclude: Cross-sectional studies	None specified	1982–2019	Children; Adolescents (5.7–18.0)	<ul style="list-style-type: none"><li>Learning: General</li><li>Literacy: General</li><li>Numeracy: General</li></ul>	<ul style="list-style-type: none"><li>Screen use: General</li><li>TV programs and movies: General</li><li>Video games: General</li></ul>
Aghasi	2020	Include: Observational	None specified	2007–2016	All (14.2–15.8)	<ul style="list-style-type: none"><li>Body composition</li></ul>	<ul style="list-style-type: none"><li>Internet use: General</li></ul>
Andrade	2019	Include: Interventions	None specified	2010–2017	Children; Adolescents	<ul style="list-style-type: none"><li>Healthy behavior: Self-efficacy</li><li>Psychological health: Depression</li><li>Psychological health: Enjoyment</li><li>Self-perceptions: General</li><li>Self-perceptions: Self-esteem</li></ul>	<ul style="list-style-type: none"><li>Video games: Physically active</li></ul>
Arztmann	2022	None specified	None specified	2008–2020	K - Grade 8	<ul style="list-style-type: none"><li>Learning: Behavior</li><li>Learning: Motivation</li></ul>	<ul style="list-style-type: none"><li>Video games: Educational (with competition)</li></ul>
Aspiranti	2020	Include: Interventions	None specified	2013–2015	School-age Children (Primary/Elementary)	<ul style="list-style-type: none"><li>Learning: General</li></ul>	<ul style="list-style-type: none"><li>Intervention: Education (via touch screen)</li></ul>
Baradaran Mahdavi	2021	Include: Observational studies; Experimental designs	None specified	1999–2019	None specified (9.0–16.0)	<ul style="list-style-type: none"><li>Physical health: Lower back pain</li></ul>	<ul style="list-style-type: none"><li>Screen use: General (excluding TV)</li><li>TV programs and movies: General</li></ul>
Bartel	2015	None	None specified	2004–2014	Adolescents (12.2–17.7)	<ul style="list-style-type: none"><li>Sleep: Bedtime</li><li>Sleep: Duration</li><li>Sleep: Time to fall asleep</li></ul>	<ul style="list-style-type: none"><li>Computer use: General</li><li>Internet use: General</li><li>Screen use: General (mobile phone)</li><li>TV programs and movies: General</li><li>Video games: General</li></ul>
Beck Silva	2022	Include: Randomised controlled trials and quasi-RCTs.	None specified	1999–2019	10 - 19 years	<ul style="list-style-type: none"><li>Diet: Fat consumption</li></ul>	<ul style="list-style-type: none"><li>Intervention: Nutrition (in schools)</li></ul>
Benavides-Varela	2020	Include: Randomised controlled trials	None specified	2006–2018	Children	<ul style="list-style-type: none"><li>Numeracy: Mathematics</li></ul>	<ul style="list-style-type: none"><li>Intervention: Mathematics</li></ul>
Blok	2002	None	None specified	1990–2000	All (5.4–11.5)	<ul style="list-style-type: none"><li>Literacy: Reading fluency</li></ul>	<ul style="list-style-type: none"><li>Intervention: Literacy</li></ul>
Bossen	2020	Include: Randomised controlled trials	None specified	2011–2018	Children (10.0–15.7)	<ul style="list-style-type: none"><li>Body composition</li><li>Cardiometaabolic health: Fitness</li><li>Physical activity: General</li><li>Physical health: Muscular fitness</li></ul>	<ul style="list-style-type: none"><li>Video games: Health promoting content</li></ul>
Boyland	2016	Include: Experimental	None specified	2004–2015	Children; Adolescents (6.0–10.4)	<ul style="list-style-type: none"><li>Diet: Food intake</li></ul>	<ul style="list-style-type: none"><li>Advertising: Unhealthy food</li></ul>
Byun	2018	Include: All quantitative designs	None specified	2006–2014	School-age Children	<ul style="list-style-type: none"><li>Numeracy: General</li></ul>	<ul style="list-style-type: none"><li>Video games: Numeracy</li></ul>
Cao	2020	Include: designs with control groups	None specified	2002–2019	3–12 years (3.4–14.3)	<ul style="list-style-type: none"><li>Cognition: Executive functioning</li><li>Cognition: Executive Functioning (cognitive flexibility)</li><li>Cognition: Executive Functioning (inhibition)</li><li>Cognition: Executive Functioning (working memory)</li></ul>	<ul style="list-style-type: none"><li>Computer use: Executive functioning training</li></ul>
Carter	2016	Include: All Quantitative Designs	None specified	2011–2015	Children; Adolescents (10.6–17.0)	<ul style="list-style-type: none"><li>Sleep: Inadequate duration</li><li>Sleep: Lethargy</li><li>Sleep: Poor quality</li></ul>	<ul style="list-style-type: none"><li>Screen use: General (mobile phone use at bed time)</li></ul>
Champion	2019	Include: Randomised controlled trials	None specified	2003–2017	School-age Children (11.4–15.9)	<ul style="list-style-type: none"><li>Diet: Fat consumption</li><li>Diet: Fruit and vegetable intake</li><li>Diet: Fruit intake</li><li>Diet: Sugary drinks and snacks</li><li>Physical activity: General</li><li>Physical activity: Moderate-to-vigorous intensity</li><li>Risky behavior: Alcohol consumption</li><li>Risky behavior: Smoking</li><li>Screen time: General</li></ul>	<ul style="list-style-type: none"><li>Intervention: Lifestyle risk behaviour (at school)</li></ul>
Chan	2014	Include: Experimental; Quasi-experimental	None specified	2002–2012	School-age Children	<ul style="list-style-type: none"><li>Numeracy: General</li></ul>	<ul style="list-style-type: none"><li>Intervention: Dynamic geometry software</li></ul>
Chauhan	2017	Include: pre-post designs with or without control group	None specified	2001–2016	Elementary school students	<ul style="list-style-type: none"><li>Learning: General</li></ul>	<ul style="list-style-type: none"><li>Screen use: General (in schools)</li></ul>
Chen	2020	Include: Experimental designs	None specified	2008–2019	None specified	<ul style="list-style-type: none"><li>Learning: General</li></ul>	<ul style="list-style-type: none"><li>Video games: Educational (with competition)</li></ul>
Cheung	2012	Include: Randomised controlled trials	None specified	1982–2010	School-age Children	<ul style="list-style-type: none"><li>Literacy: Reading</li></ul>	<ul style="list-style-type: none"><li>Intervention: Reading (in schools)</li></ul>
Cheung	2013	Include: Experimental; Quasi-experimental	None specified	1980–2010	School-age Children	<ul style="list-style-type: none"><li>Numeracy: General</li></ul>	<ul style="list-style-type: none"><li>Intervention: Mathematics (in schools)</li></ul>
Cho	2018	Include: experimental designs with control group	None specified	2008–2013	None specified	<ul style="list-style-type: none"><li>Learning: Second language</li></ul>	<ul style="list-style-type: none"><li>Screen use: General (mobile phone for language learning)</li></ul>
Claussen	2022	Include: Longitudinal; Retrospective	None specified	2004–2018	None specified	<ul style="list-style-type: none"><li>Psychological health: ADHD</li><li>Psychological health: ADHD Symptoms (Inattention)</li></ul>	<ul style="list-style-type: none"><li>Screen use: General</li></ul>
Clinton	2019	Include: randomised experimental designs include: randomized and non-randomized controlled trials (control group with no intervention or traditional exercise intervention)	None specified	2011–2016	None specified	<ul style="list-style-type: none"><li>Literacy: Reading performance</li></ul>	<ul style="list-style-type: none"><li>Screen use: Reading (vs paper)</li></ul>
Comeras-Chueca	2021	Include: randomized and non-randomized controlled with control group with no intervention or traditional exercise intervention	None specified	2008–2019	Under 18 (4.5–11.6)	<ul style="list-style-type: none"><li>Body composition: BMI</li><li>Cardiometaabolic health: Fitness</li></ul>	<ul style="list-style-type: none"><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	None specified	2010–2020	Under 18 (8.0–14.0)	<ul style="list-style-type: none"><li>Body composition: BMI</li><li>Body composition: BMI z-score</li><li>Body composition: Body fat percentage</li><li>Body composition: Fat-free mass</li><li>Body composition: Waist circumference</li></ul>	<ul style="list-style-type: none"><li>Video games: Physically active</li></ul>
Coyne	2018	None	None specified	1975–2017	Children; Adolescents	<ul style="list-style-type: none"><li>Prosocial Behavior: General</li></ul>	<ul style="list-style-type: none"><li>Screen use: Prosocial content</li></ul>
Cushing	2010	Include: All quantitative designs; Experimental	None specified	1989–2009	Children; Adolescents	<ul style="list-style-type: none"><li>Healthy behavior: General</li></ul>	<ul style="list-style-type: none"><li>Intervention: Health behaviours</li></ul>
Darling	2017	Include: Intervention	None specified	2006–2016	Children; Adolescents (8.7–16.0)	<ul style="list-style-type: none"><li>Body composition</li><li>Diet: Healthy dietary behaviour</li><li>Physical activity: General</li></ul>	<ul style="list-style-type: none"><li>Intervention: To promote health (via mobile phone)</li></ul>
Eirich	2022	Include: experimental or observational	None specified	1978–2021	12 or under (0.5–11.0)	<ul style="list-style-type: none"><li>Psychological health: Externalizing</li><li>Psychological health: Internalizing</li></ul>	<ul style="list-style-type: none"><li>Screen use: General</li></ul>
Fang	2019	Include: Cohort; Case-control; Cross-sectional	None specified	2006–2019	Children; Adolescents	<ul style="list-style-type: none"><li>Body composition</li></ul>	<ul style="list-style-type: none"><li>Computer use: General</li><li>Screen use: General</li><li>TV programs and movies: General</li></ul>
Feng	2021	Include: Cohort; Case-control; Cross-sectional	None specified	2017–2019	1 month - 4.99 years old	<ul style="list-style-type: none"><li>Body composition: BMI z-score</li></ul>	<ul style="list-style-type: none"><li>Screen use: General (meeting guidelines)</li></ul>
Ferguson	2017	None	None specified	2005–2017	Children; Adolescents	<ul style="list-style-type: none"><li>Risky behavior: Sexual activity (initiation of sex)</li></ul>	<ul style="list-style-type: none"><li>Screen use: Sexual content</li></ul>
Ferguson	2020	Include: Experimental, correlational, or longitudinal	None specified	2009–2013	None specified (7.8–17.5)	<ul style="list-style-type: none"><li>Agression: General</li></ul>	<ul style="list-style-type: none"><li>Video games: Violent content</li></ul>
Folkvord	2018	Include: Interventions	None specified	2007–2018	Children; Adolescents	<ul style="list-style-type: none"><li>Diet: Food intake (calories)</li></ul>	<ul style="list-style-type: none"><li>Advertising: Advergames</li></ul>
Foreman	2021	Include: observational and intervention studies	None specified	2015–2020	None specified	<ul style="list-style-type: none"><li>Eye health: Myopia</li></ul>	<ul style="list-style-type: none"><li>Screen use: General</li><li>Screen use: General (phone or tablet)</li></ul>
Furenes	2021	Include: experimental or quasi-experimental	None specified	2002–2019	1–8 years old	<ul style="list-style-type: none"><li>Literacy: Reading comprehension</li><li>Literacy: Vocabulary learning</li></ul>	<ul style="list-style-type: none"><li>e-Books: General</li></ul>
Gardella	2017	Include: Cross-sectional	Include: North America	2006–2014	Adolescents (12.5–16.2)	<ul style="list-style-type: none"><li>Learning: Educational achievement problems</li><li>Learning: School attendance problems</li></ul>	<ul style="list-style-type: none"><li>Internet use: Cyberbullying victimization</li></ul>
Garzón	2019	Include: Experimental with control group	None specified	NA	None specified	<ul style="list-style-type: none"><li>Learning: General</li></ul>	<ul style="list-style-type: none"><li>Intervention: Augmented reality (in schools)</li></ul>
Ghobadi	2018	Include: Cohort; Case-control; Cross-sectional	None specified	2009–2014	Children; Adolescents	<ul style="list-style-type: none"><li>Body composition</li></ul>	<ul style="list-style-type: none"><li>TV programs and movies: Mealtime</li></ul>
Graham	2015	Include: Experimental; Quasi-experimental	None specified	2004–2011	School-age Children (Primary/Elementary School)	<ul style="list-style-type: none"><li>Literacy: Writing</li></ul>	<ul style="list-style-type: none"><li>Intervention: Writing feedback</li></ul>
Haghjoo	2022	Include: observational designs	None specified	2008–2021	10–20 years old	<ul style="list-style-type: none"><li>Body composition: Overweight/obesity</li></ul>	<ul style="list-style-type: none"><li>Screen use: General</li></ul>
Hammersley	2016	Include: Randomised controlled trials	None specified	2003–2013	Children; Adolescents	<ul style="list-style-type: none"><li>Body composition</li></ul>	<ul style="list-style-type: none"><li>Intervention: To promote healthy weight (obesity prevention)</li></ul>
Hao	2021	Include: Experimental with control group	None specified	2012–2018	preschool-college	<ul style="list-style-type: none"><li>Learning: Second language vocabulary</li></ul>	<ul style="list-style-type: none"><li>Intervention: English as foreign language</li></ul>
Hassan-Saleh	2019	Include: Experimental; Quasi-experimental	None specified	2008–2016	Children; Adolescents	<ul style="list-style-type: none"><li>Literacy: Pronunciation</li></ul>	<ul style="list-style-type: none"><li>Intervention: Pronunciation</li></ul>
He	2021	Include: Randomised controlled trials	None specified	2009–2018	6–18 years (9.9–16.6)	<ul style="list-style-type: none"><li>Physical activity: General</li></ul>	<ul style="list-style-type: none"><li>Intervention: To promote physical activity (via mobile phone)</li></ul>
Hernandez-Jimenez	2019	Include: Experimental; Quasi-experimental	None specified	2009–2017	Children; Adolescents	<ul style="list-style-type: none"><li>Body composition</li></ul>	<ul style="list-style-type: none"><li>Video games: Physically active</li></ul>
Hurwitz	2018	None	Include: North America	1997–2018	Early childhood/pre-school; School-age Children (Early Primary/Elementary)	<ul style="list-style-type: none"><li>Literacy: General</li></ul>	<ul style="list-style-type: none"><li>Intervention: Literacy videos</li></ul>
Ivie	2020	Include: Correlational studies	None specified	2012–2019	11–18 years (14.0–18.0)	<ul style="list-style-type: none"><li>Psychological health: Depression</li></ul>	<ul style="list-style-type: none"><li>Social Media: General</li></ul>
Janssen	2020	Include: Experimental; Cross-sectional; Longitudinal	None specified	2007–2019	Children	<ul style="list-style-type: none"><li>Sleep: Duration</li></ul>	<ul style="list-style-type: none"><li>Screen use: General</li></ul>
Kates	2018	None	None specified	2008–2016	School-age Children	<ul style="list-style-type: none"><li>Learning: General</li></ul>	<ul style="list-style-type: none"><li>Screen use: General (mobile phone)</li></ul>
Kim	2021	Include: experimental or quasi-experimental	None specified	2010–2018	Preschool to Grade 3 (3–9 years old)	<ul style="list-style-type: none"><li>Learning: Literacy and numeracy</li><li>Literacy: General</li><li>Numeracy: General</li></ul>	<ul style="list-style-type: none"><li>Screen use: Educational apps</li></ul>
Kroesberge	2003	Include: Within subject design; between subject design	None specified	1985–1999	School-age Children (Primary/Elementary School)	<ul style="list-style-type: none"><li>Numeracy: General</li></ul>	<ul style="list-style-type: none"><li>Intervention: Mathematics (via computer in classrooms)</li></ul>
Kucukalkan	2019	Include: Experimental	None specified	2007–2016	School-age Children (Primary/Elementary School)	<ul style="list-style-type: none"><li>Numeracy: General</li></ul>	<ul style="list-style-type: none"><li>Intervention: Mathematics</li></ul>
Lanca	2020	Include: Cohort; Case-control; Cross-sectional; Intervention trials. Exclude: Case reports; Retrospective studies.	None specified	2007–2016	Children; Adolescents	<ul style="list-style-type: none"><li>Eye health: Myopia</li></ul>	<ul style="list-style-type: none"><li>Screen use: General</li></ul>
Li	2010	Include: Experimental; Quasi-experimental	None specified	1991–2005	School-age Children	<ul style="list-style-type: none"><li>Numeracy: General</li></ul>	<ul style="list-style-type: none"><li>Intervention: Mathematics</li></ul>
Li	2020	None specified	None specified	2005–2019	Infants, toddlers, and preschoolers (0–7 years)	<ul style="list-style-type: none"><li>Body composition: Overweight/obesity</li><li>Sleep: Duration</li></ul>	<ul style="list-style-type: none"><li>Screen use: General</li></ul>
Li	2022	Include: Randomised controlled trials	None specified	2012–2020	3–18 years	<ul style="list-style-type: none"><li>Developmental: Gross motor (locomotor)</li><li>Developmental: Gross motor (non-locomotor)</li><li>Developmental: Gross motor (object control skills)</li></ul>	<ul style="list-style-type: none"><li>Intervention: Active video games for motor skills</li></ul>
Li	2022	Include: experimental or quasi-experimental	None specified	2014–2021	None specified	<ul style="list-style-type: none"><li>Learning: Computational thinking</li></ul>	<ul style="list-style-type: none"><li>Computer use: Programming exercises</li></ul>
Liao	2008	Include: All quantitative designs	Include: Taiwan	1990–2003	School-age Children (Primary/Elementary School)	<ul style="list-style-type: none"><li>Learning: General</li></ul>	<ul style="list-style-type: none"><li>Intervention: Education (via computer)</li></ul>
Liao	2014	Include: Randomised controlled trials	None specified	1999–2012	Children; Adolescents (4.0–14.7)	<ul style="list-style-type: none"><li>Body composition</li></ul>	<ul style="list-style-type: none"><li>Intervention: Screen time reduction</li></ul>
Liu	2016	Include: Cross-sectional; Case-control; Longitudinal	None specified	2001–2014	All (10.9–18.0)	<ul style="list-style-type: none"><li>Psychological health: Depression</li></ul>	<ul style="list-style-type: none"><li>Screen use: General</li></ul>
Liu	2019	Include: All quantitative designs	None specified	2007–2014	All (13.3–16.6)	<ul style="list-style-type: none"><li>Psychological health: Anxiety</li><li>Psychological health: Depression</li><li>Psychological health: Satisfaction</li></ul>	<ul style="list-style-type: none"><li>Social Media: Instant messaging</li><li>Video games: General</li></ul>
Liu	2022	Include: studies with control group	None specified	NA	None specified	<ul style="list-style-type: none"><li>Cognition: Creativity</li></ul>	<ul style="list-style-type: none"><li>Screen use: General</li></ul>
Liu	2022	Include: Observational	None specified	2012–2021	10–19 years	<ul style="list-style-type: none"><li>Psychological health: Depression</li></ul>	<ul style="list-style-type: none"><li>Social Media: General (duration)</li></ul>
Lu	2021	Include: Cross-sectional only	China	2014–2018	Adolescents	<ul style="list-style-type: none"><li>Psychological health: Negative coping style</li><li>Psychological health: Positive coping style</li></ul>	<ul style="list-style-type: none"><li>Screen use: General (mobile phone addition)</li></ul>
Madigan	2020	Include: Observational studies; Qualitative	None specified	1973–2019	Children (0.5–10.6)	<ul style="list-style-type: none"><li>Literacy: General</li></ul>	<ul style="list-style-type: none"><li>Intervention: Education (general)</li><li>Screen use: General</li><li>Screen use: General (covieing)</li><li>TV programs and movies: Covieing</li><li>TV programs and movies: Educational</li><li>TV programs and movies: General</li><li>TV programs and movies: General (in background)</li></ul>
Major	2021	Include: Randomised controlled trials	Low- or middle-income per World Bank	2007–2020	5–18 years	<ul style="list-style-type: none"><li>Learning: General</li></ul>	<ul style="list-style-type: none"><li>Intervention: Literacy (Abracadabra; in schools)</li></ul>
Mallawaarachchi	2022	Include: Cross-sectional or longitudinal	None specified	2014–2020	1–6 years and prior to school entry (1.4–5.4)	<ul style="list-style-type: none"><li>Cognition: Cognitive Functioning</li><li>Cognition: Executive Functioning</li><li>Developmental: General</li><li>Developmental: Language or speech</li><li>Psychological health: Psychosocial factors</li><li>Psychological health: Self-regulation</li><li>Sleep: General</li></ul>	<ul style="list-style-type: none"><li>Screen use: General (mobile phone or tablet)</li></ul>
Mares	2005	None	None specified	1969–1989	Children	<ul style="list-style-type: none"><li>Aggression: Towards peers</li><li>Cognition: Reducing stereotypes</li><li>Cognition: Behavior: Altruism</li><li>Social interactions: General</li></ul>	<ul style="list-style-type: none"><li>TV programs and movies: General</li></ul>
Mares	2013	Exclude: Experimental	Exclude: North America	1973–2010	Children	<ul style="list-style-type: none"><li>Cognition: Moral reasoning and perception of out-groups</li><li>Learning: General</li><li>Learning: Literacy and numeracy</li><li>Learning: Physical and social environment</li></ul>	<ul style="list-style-type: none"><li>Intervention: Sesame Street</li></ul>
Marker	2022	None specified	None specified	2001–15	None specified (6.0–12.2)	<ul style="list-style-type: none"><li>Body composition</li></ul>	<ul style="list-style-type: none"><li>Video games: General</li></ul>
Marshall	2004	None	None specified	1985–2002	Children; Adolescents	<ul style="list-style-type: none"><li>Body composition</li><li>Physical activity: General</li></ul>	<ul style="list-style-type: none"><li>TV programs and movies: General</li><li>Video games: General</li></ul>
Martins	2019	Include: All quantitative designs	None specified	2003–2018	All	<ul style="list-style-type: none"><li>Aggression: Towards peers</li></ul>	<ul style="list-style-type: none"><li>Screen use: General</li></ul>
Martins	2022	Include: Cross-over or parallel randomized controlled trials	None specified	2006–2017	1–18 years	<ul style="list-style-type: none"><li>Diet: Food intake (calories)</li></ul>	<ul style="list-style-type: none"><li>TV programs and movies: Mealtime</li></ul>
Mazeas	2022	Include: Randomised controlled trials	None specified	2015–2019	None specified (10.3–17.8)	<ul style="list-style-type: none"><li>Physical activity: General</li></ul>	<ul style="list-style-type: none"><li>Intervention: To promote physical activity (via gamification)</li></ul>
McArthur	2012	Include: Randomised controlled trials and quasi-RCTs.	None specified	1994–2009	All (6.7–16.2)	<ul style="list-style-type: none"><li>Literacy: Phonics</li></ul>	<ul style="list-style-type: none"><li>Intervention: Literacy (phonics; via computer)</li></ul>
McArthur	2018	Include: Randomised controlled trials and quasi-RCTs.	Include: English speaking countries	1994–2015	Children; Adolescents	<ul style="list-style-type: none"><li>Literacy: General</li></ul>	<ul style="list-style-type: none"><li>Intervention: Literacy</li></ul>
Mei	2018	Include: cross-sectional, case-control, and cohort studies	None specified	2004–2018	11–20 (13.5–16.8)	<ul style="list-style-type: none"><li>Sleep: Duration</li><li>Sleep: Problems</li><li>Sleep: Time to fall asleep</li></ul>	<ul style="list-style-type: none"><li>Screen use: General (excessive)</li></ul>
Merchant	2014	Include: Experimental with control group	None specified	NA	K–12	<ul style="list-style-type: none"><li>Learning: General</li></ul>	<ul style="list-style-type: none"><li>Screen use: Virtual reality simulais (Educational)</li><li>Screen use: Virtual reality worlds (Educational)</li><li>Video games: Virtual reality (Educational)</li></ul>
Mori	2019	None specified	None specified	2013–2018	<18 years (12.3–16.7)	<ul style="list-style-type: none"><li>Psychological health: Internalizing</li><li>Risky behavior: Alcohol consumption</li><li>Risky behavior: Delinquency</li><li>Risky behavior: Drug use</li><li>Risky behavior: Sexual activity</li><li>Risky behavior: Sexual activity (contraception use)</li><li>Risky behavior: Sexual activity (multiple partners)</li><li>Risky behavior: Smoking</li></ul>	<ul style="list-style-type: none"><li>Screen use: Sexting</li></ul>
Neitzel	2022	Include: random assignment or quasi-experimental	Include: United States, Europe, Hong Kong, Macau and New Zealand	2004–2020	Kindergarten-Grade 6	<ul style="list-style-type: none"><li>Literacy: Reading</li></ul>	<ul style="list-style-type: none"><li>Intervention: Reading (technology supported)</li></ul>
Oldrati	2020	Include: Group-control experimental design	None specified	2006–2018	School-age Children	<ul style="list-style-type: none"><li>Cognition: Cognitive Functioning</li><li>Cognition: Executive Functioning</li><li>Cognition: Verbal skills</li><li>Cognition: Visuospatial skills</li><li>Numeracy: General</li><li>Psychological health: Adjustment</li></ul>	<ul style="list-style-type: none"><li>Intervention: Cognitive training</li></ul>
Paik	1994	None	None specified	NA	Children; Adolescents	<ul style="list-style-type: none"><li>Antisocial Behavior: General</li></ul>	<ul style="list-style-type: none"><li>TV programs and movies: Violent content</li></ul>
Pearce	2016	Include: All quantitative designs	None specified	1986–2012	Children; Adolescents	<ul style="list-style-type: none"><li>Psychological health: Internalizing</li></ul>	<ul style="list-style-type: none"><li>TV programs and movies: Scary content</li></ul>
Peng	2011	None	None specified	2001–2010	Children; Adolescents	<ul style="list-style-type: none"><li>Cardiometaabolic health: Maximum oxygen consumption</li><li>Physical activity: Energy expenditure</li><li>Physical activity: Heart rate</li></ul>	<ul style="list-style-type: none"><li>Video games: Physically active</li></ul>
Poorolajal	2020	Include: Observational	None specified	1995–2018	Children; Adolescents	<ul style="list-style-type: none"><li>Body composition</li><li>Diet: Food consumption</li></ul>	<ul style="list-style-type: none"><li>TV programs and movies: General</li><li>Video games: General</li></ul>
Powers	2013	Include: Experimental or quasi-experimental designs	None specified	1985–2012	None specified	<ul style="list-style-type: none"><li>Cognition: Information processing</li></ul>	<ul style="list-style-type: none"><li>Video games: General</li></ul>
Prescott	2018	Include: Longitudinal	None specified	2008–2017	All (8.9–16.0)	<ul style="list-style-type: none"><li>Aggression: Towards peers</li></ul>	<ul style="list-style-type: none"><li>Video games: Violent content</li></ul>
Reynard	2022	None specified	None specified	2016–2020	8–14 years	<ul style="list-style-type: none"><li>Psychological health: Emotion experience</li><li>Psychological health: Emotion regulation</li></ul>	<ul style="list-style-type: none"><li>Intervention: To improve emotional regulation</li><li>Intervention: To improve emotional regulation (via digital games)</li></ul>
Rodriguez-Rocha	2019	Include: Experimental; Quasi-experimental	None specified	1999–2018	All (4.5–15.4)	<ul style="list-style-type: none"><li>Diet: Fruit and vegetable intake</li></ul>	<ul style="list-style-type: none"><li>Intervention: Fruit and vegetable</li></ul>
Sadeghirad	2016	Include: Randomised controlled trials	None specified	1978–2014	Children; Adolescents (3.8–11.0)	<ul style="list-style-type: none"><li>Diet: Unhealthy food choice</li></ul>	<ul style="list-style-type: none"><li>Advertising: Unhealthy food</li></ul>
Scherer	2020	Include: Experimental or quasi-experimental designs	None specified	1973–2017	None specified (6.5–16.8)	<ul style="list-style-type: none"><li>Learning: Programming skills</li></ul>	<ul style="list-style-type: none"><li>Intervention: Education (programming)</li></ul>
Schroeder	2013	Include: Experimental; Quasi-experimental	None specified	2001–2009	All	<ul style="list-style-type: none"><li>Learning: General</li></ul>	<ul style="list-style-type: none"><li>Intervention: With digital characters</li></ul>
Scionti	2019	Include: Interventions	None specified	2009–2019	Children (4.3–6.1)	<ul style="list-style-type: none"><li>Cognition: Executive Functioning</li></ul>	<ul style="list-style-type: none"><li>Intervention: Cognitive training</li></ul>
Shin	2019	Include: Interventions	None specified	2013–2018	Children; Adolescents (12.0–15.7)	<ul style="list-style-type: none"><li>Body composition</li><li>Diet: Sugary drinks</li><li>Physical activity: General</li><li>Screen time: General</li></ul>	<ul style="list-style-type: none"><li>Intervention: To promote health (via mobile phone app)</li><li>Intervention: To promote health (via mobile phone)</li><li>Intervention: To promote health (via text message)</li></ul>
Slavin	2014	Include: Randomised controlled trials; Quasi-experimental; Observational	None specified	2000–2011	School-age Children (Primary/Elementary School)	<ul style="list-style-type: none"><li>Science: General</li></ul>	<ul style="list-style-type: none"><li>Intervention: Science (in schools)</li></ul>
Strouse	2021	Include: experimental and quasi-experimental designs	None specified	1994–2019	Average 6 years, all must be less than 8 years (0.8–6.5)	<ul style="list-style-type: none"><li>Learning: General</li></ul>	<ul style="list-style-type: none"><li>Screen use: Video (vs face-to-face)</li></ul>
Takacs	2014	Include: Experimental; Quasi-experimental	None specified	1980–2014	NA	<ul style="list-style-type: none"><li>Learning: General</li></ul>	<ul style="list-style-type: none"><li>e-Books: Narration</li></ul>
Takacs	2019	Include: Randomised controlled trials and quasi-RCTs.	None specified	2001–2016	Children	<ul style="list-style-type: none"><li>Cognition: Executive Functioning (accuracy)</li><li>Cognition: Executive Functioning (cognitive flexibility)</li><li>Cognition: Executive Functioning (inhibition)</li><li>Cognition: Executive Functioning (working memory)</li></ul>	<ul style="list-style-type: none"><li>Intervention: Education (via computer)</li></ul>
Tekedere	2016	None	None specified	2010–2015	All	<ul style="list-style-type: none"><li>Learning: General</li></ul>	<ul style="list-style-type: none"><li>Intervention: Augmented reality (in schools)</li></ul>
Tokac	2019	Include: designs with a control group	None specified	2006–2016	PreK–12th grade	<ul style="list-style-type: none"><li>Numeracy: Mathematics</li></ul>	<ul style="list-style-type: none"><li>Video games: Educational</li></ul>
Vahedi	2018	Include: Interventions (pre-post or controlled). Exclude: Cross-sectional	None specified	2015–2016	School-age Children (Middle/High School)	<ul style="list-style-type: none"><li>Risky behavior: Media literacy</li><li>Risky behavior: Risk taking (attitude)</li></ul>	<ul style="list-style-type: none"><li>Intervention: Media literacy (web-based)</li></ul>
Vannucci	2020	Exclude: Qualitative; Case studies	None specified	2011–2018	Adolescents (12.6–18.0)	<ul style="list-style-type: none"><li>Risky behavior: Risk taking (general)</li><li>Risky behavior: Risky sexual behavior</li><li>Risky behavior: Substance abuse</li></ul>	<ul style="list-style-type: none"><li>Social Media: General</li></ul>
Wang	2020	Include: longitudinal, cohort, case-control, cross-sectional, or controlled trials	None specified	2016–2020	<18 years (9.5–16.8)	<ul style="list-style-type: none"><li>Eye health: Visual impairment</li></ul>	<ul style="list-style-type: none"><li>Screen use: General (mobile phone)</li></ul>
Wouters	2013	Include: experimental designs	None specified	2005–2012	None specified	<ul style="list-style-type: none"><li>Learning: Motivation</li></ul>	<ul style="list-style-type: none"><li>Video games: Educational</li></ul>