

| Outcome | Specific Outcome | Exposure | Age Group | Lead Author, Date | <i>r</i> with 95% CI | I ² | K | N | Indiv. Data | Eggers | Excess Signif. | | | |
|----------|----------------------------------|---|-------------|------------------------|----------------------|----------------|-----|---------|-------------|--------|----------------|--|--|--|
| Learning | Educational achievement problems | Internet use: Cyberbullying victimization | Adolescents | Gardella, 2017 | 0.15 [0.13, 0.17] | 0% | 7 | 7,768 | ✓ | ✗ | ✓ | | | |
| | General | Screen use: General (mobile phone) | All | Kates, 2018 | -0.12 [-0.19, -0.05] | | 8 | 135,131 | ✗ | — | — | | | |
| | General | Screen-based intervention: Sesame Street | Children | Mares, 2013 | 0.14 [0.10, 0.19] | | 24 | 10,596 | ✗ | — | — | | | |
| | General | Screen-based intervention: Education (via computer) | Children | Liao, 2008 | 0.22 [0.15, 0.29] | | 48 | 5,121 | ✗ | — | — | | | |
| | General | Screen-based intervention: With digital characters | Children | Schroeder, 2013 | 0.28 [0.18, 0.37] | 0% | 5 | 348 | ✓ | ✗ | ✓ | | | |
| | Literacy and numeracy | Screen-based intervention: Sesame Street | Children | Mares, 2013 | 0.14 [0.08, 0.20] | | 15 | 7,604 | ✗ | — | — | | | |
| | Physical and social environment | Screen-based intervention: Sesame Street | Children | Mares, 2013 | 0.17 [0.09, 0.24] | | 13 | 7,797 | ✗ | — | — | | | |
| | School attendance problems | Internet use: Cyberbullying victimization | Adolescents | Gardella, 2017 | 0.20 [0.18, 0.21] | 0% | 9 | 25,242 | ✓ | ✗ | ✓ | | | |
| Literacy | Decoding | e-Books: General | Children | Zucker, 2009 | 0.09 [-0.10, 0.28] | 0% | 2 | 109 | ✓ | ✗ | ✓ | | | |
| | General | Screen-based intervention: Literacy | All | McArthur, 2018 | 0.22 [0.11, 0.33] | 0% | 6 | 294 | ✓ | ✗ | ✓ | | | |
| | General | Screen-based intervention: Education (general) | Children | Madigan, 2020 | 0.14 [-0.04, 0.31] | 90% | 7 | 1,228 | ✓ | ✗ | ✓ | | | |
| | General | Screen-based intervention: Literacy videos | Children | Hurwitz, 2018 | 0.10 [0.07, 0.13] | 0% | 783 | 24,624 | ✗ | — | — | | | |
| | General | TV programs and movies: Coviewing | Children | Madigan, 2020 | 0.11 [0.01, 0.20] | | 9 | 3,376 | ✗ | — | — | | | |
| | General | TV programs and movies: General | All | Adelantado-Renau, 2019 | -0.12 [-0.15, -0.09] | 54% | 8 | 16,761 | ✓ | ✗ | ✓ | | | |
| | General | TV programs and movies: General | Children | Madigan, 2020 | -0.15 [-0.21, -0.09] | | 26 | 12,337 | ✗ | — | — | | | |
| | General | TV programs and movies: General (in background) | Children | Madigan, 2020 | -0.19 [-0.31, -0.06] | 70% | 5 | 2,792 | ✓ | ✗ | ✓ | | | |
| | Listening comprehension | Screen-based intervention: Literacy (Abracadabra; in schools) | Children | Abrami, 2015 | 0.09 [-0.06, 0.23] | 82% | 7 | 1,171 | ✗ | — | — | | | |
| | Phonics | Screen-based intervention: Literacy (Abracadabra; in schools) | Children | Abrami, 2015 | 0.09 [0.04, 0.15] | 0% | 19 | 1,238 | ✗ | — | — | | | |
| | Phonics | Screen-based intervention: Literacy (phonics; via computer) | All | McArthur, 2012 | 0.15 [-0.02, 0.33] | 0% | 4 | 124 | ✓ | ✗ | ✓ | | | |
| | Phonomic awareness | Screen-based intervention: Literacy (Abracadabra; in schools) | Children | Abrami, 2015 | 0.16 [0.11, 0.21] | 0% | 20 | 1,753 | ✗ | — | — | | | |
| | Pronunciation | Screen-based intervention: Pronunciation | All | Hassan Saleh, 2019 | 0.22 [NA, NA] | 82% | 6 | 302 | ✗ | — | — | | | |
| | Reading | Screen-based intervention: Reading (in schools) | All | Cheung, 2012 | 0.08 [0.06, 0.10] | 78% | 84 | 60,553 | ✗ | — | — | | | |
| | Reading comprehension | e-Books: General | Children | Zucker, 2009 | 0.23 [0.10, 0.35] | 44% | 7 | 401 | ✓ | ✗ | ✓ | | | |
| | Reading comprehension | Screen-based intervention: Literacy (Abracadabra; in schools) | Children | Abrami, 2015 | 0.03 [-0.03, 0.09] | 0% | 6 | 1,045 | ✗ | — | — | | | |
| | Reading fluency | Screen-based intervention: Literacy | All | Blok, 2002 | 0.13 [0.07, 0.18] | 62% | 50 | 1,121 | ✗ | — | — | | | |
| | Reading fluency | Screen-based intervention: Literacy (Abracadabra; in schools) | Children | Abrami, 2015 | 0.04 [-0.06, 0.14] | 74% | 6 | 1,725 | ✗ | — | — | | | |
| | Vocabulary knowledge | Screen-based intervention: Literacy (Abracadabra; in schools) | Children | Abrami, 2015 | 0.05 [-0.04, 0.14] | 50% | 15 | 1,167 | ✗ | — | — | | | |
| | Writing | Screen-based intervention: Writing feedback | Children | Graham, 2015 | 0.19 [0.08, 0.28] | 0% | 4 | 463 | ✗ | — | — | | | |
| Numeracy | General | TV programs and movies: General | All | Adelantado-Renau, 2019 | -0.12 [-0.18, -0.07] | 78% | 7 | 14,115 | ✓ | ✗ | ✓ | | | |
| | General | Screen-based intervention: Mathematics | Children | Küçükalkan, 2019 | 0.29 [0.24, 0.34] | 86% | 31 | 2,290 | ✗ | — | — | | | |
| | General | Screen-based intervention: Cognitive training | All | Oldrati, 2020 | 0.17 [0.04, 0.30] | 68% | 11 | 693 | ✓ | ✓ | ✓ | | | |
| | General | Screen-based intervention: Dynamic geometry software | All | Chan, 2014 | 0.43 [0.29, 0.57] | 92% | 9 | 1,174 | ✓ | ✗ | ✓ | | | |
| | General | Screen-based intervention: Mathematics (in schools) | All | Cheung, 2013 | 0.08 [0.06, 0.10] | 72% | 73 | 56,891 | ✓ | ✗ | ✓ | | | |
| | General | Screen-based intervention: Mathematics (via computer in classrooms) | Children | Kroesbergen, 2003 | 0.29 [0.23, 0.36] | 0% | 11 | 848 | ✓ | ✓ | ✓ | | | |