

Review Characteristics

Review characteristics and quality assessment for meta-analyses providing unique effects

Review Characteristics								Quality Assessment ¹						
First Author	Year	Design Restrictions	Sample Restrictions	Year Range Earliest - Latest	Sample Age Restrictions (Age Range) ²	Outcomes Assessed	Exposures Assessed	Elig. Crit. ³	Lit. Search	Dual Screen	Dual Qual.	Study Lists	Pub. Bias ⁴	Heterogeneity ⁵
Abrami	2020	Include: Experimental designs	None specified	2009–2019	School-age Children (Early Primary, Elementary)	<ul style="list-style-type: none"> Literacy: Listening comprehension Literacy: Phonics Literacy: Phonemic awareness Literacy: Reading comprehension Literacy: Reading fluency Literacy: Vocabulary knowledge 	<ul style="list-style-type: none"> Intervention: Literacy (Abracadabra; in schools) 	U	U	L	H	L	L	L
Adelantado-Renau	2019	Include: Cross-sectional studies	None specified	1982–2019	Children; Adolescents (5.7-18.0)	<ul style="list-style-type: none"> Learning: General Literacy: General Numeracy: General 	<ul style="list-style-type: none"> Screen use: General TV programs and movies: General Video games: General 	L	L	L	L	L	L	L
Andrade	2019	Include: Interventions	Include: Overweight and obese	2010–2017	Children; Adolescents	<ul style="list-style-type: none"> Healthy behavior: Self-efficacy Psychological health: Depression Psychological health: Enjoyment Self-perceptions: General Self-perceptions: Self-esteem 	<ul style="list-style-type: none"> Video games: Physically active 	U	L	L	U	L	H	L
Arztmann	2022	None specified	None specified	2008–2020	School-age Children (Primary, Elementary, Middle School)	<ul style="list-style-type: none"> Learning: Behavior Learning: Motivation 	<ul style="list-style-type: none"> Video games: Educational (with competition) 	U	H	H	H	H	L	L
Aspiranti	2020	Include: Interventions	Include: Autism	2013–2015	School-age Children (Primary, Elementary)	<ul style="list-style-type: none"> Learning: General 	<ul style="list-style-type: none"> Intervention: Education (via touch screen) 	U	L	L	H	L	H	L
Bartel	2015	None	Exclude: Atypical population (except for delayed sleep phase disorder or insomnia)	2004–2014	Adolescents (12.2-17.7)	<ul style="list-style-type: none"> Sleep: Bedtime Sleep: Duration Sleep: Time to fall asleep 	<ul style="list-style-type: none"> Computer use: General Internet use: General Screen use: General (mobile phone) TV programs and movies: General Video games: General 	L	L	U	U	L	U	U
Beck Silva	2022	Include: Randomised controlled trials and quasi-RCTs.	Exclude: Any disease Mental disorders	1999–2019	Adolescents	<ul style="list-style-type: none"> Diet: Fat consumption 	<ul style="list-style-type: none"> Intervention: Nutrition (in schools) 	L	L	L	L	L	H	L
Benavides-Varela	2020	Include: Randomised controlled trials	Include: Math difficulties	2006–2018	Children	<ul style="list-style-type: none"> Numeracy: Mathematics 	<ul style="list-style-type: none"> Intervention: Mathematics 	U	H	L	H	L	L	L
Blok	2002	None	Include: Regular students, poor readers or dyslexics Exclude: Severe or multiple disabilities	1990–2000	All (5.4-11.5)	<ul style="list-style-type: none"> Literacy: Reading fluency 	<ul style="list-style-type: none"> Intervention: Literacy 	U	L	H	H	L	H	L
Bossen	2020	Include: Randomised controlled trials	Include: Chronic disease	2011–2018	Children (10.0-15.7)	<ul style="list-style-type: none"> Body composition Cardiometabolic health: Fitness Physical activity: General Physical health: Muscular fitness 	<ul style="list-style-type: none"> Video games: Health promoting content 	U	L	L	L	L	H	L

¹ Items are from the National Health, Lung and Blood Institute's Quality Assessment of Systematic Reviews and Meta-Analyses tool. Note that we excluded the first item of the tool. U = Unclear; L = Low; H = High² Where provided³ Eligibility criteria predefined and specified⁴ Literature search strategy comprehensive and systematic⁵ Dual independent screening & review⁶ Dual independent quality assessment⁷ Included studies listed with important characteristics and results of each⁸ Publication bias assessed⁹ Heterogeneity assessed

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Boyland	2016	Include: Experimental	None specified	2004–2015	Children; Adolescents (6.0-10.4)	• Diet: Food intake	• Advertising: Unhealthy food	H	L	L	U	L	L	L
Byun	2018	Include: All quantitative designs	None specified	2006–2014	School-age Children	• Numeracy: General	• Video games: Numeracy	U	U	U	H	H	H	H
Cao	2020	Include: designs with control groups	Exclude: Brain damage	2002–2019	Children (3.4-14.3)	• Cognition: Executive Functioning • Cognition: Executive Functioning (cognitive flexibility) • Cognition: Executive Functioning (inhibition) • Cognition: Executive Functioning (working memory)	• Computer use: Executive functioning training	U	H	U	H	L	L	L
Champion	2019	Include: Randomised controlled trials	None specified	2003–2017	School-age Children (11.4-15.9)	• Body composition • Diet: Fat consumption • Diet: Fruit and vegetable intake • Diet: Fruit intake • Diet: Sugary drinks and snacks • Physical activity: General • Physical activity: Moderate-to-vigorous intensity • Risky behavior: Alcohol consumption • Risky behavior: Smoking • Screen time: General	• Intervention: Lifestyle risk behaviour (at school)	L	L	L	L	L	L	L
Chan	2014	Include: Experimental; Quasi-experimental	None specified	2002–2012	School-age Children	• Numeracy: General	• Intervention: Dynamic geometry software	U	H	H	H	L	L	L
Chauhan	2017	Include: pre-post designs with or without control group	None specified	2001–2016	School-age Children (Primary, Elementary)	• Learning: General	• Screen use: General (in schools)	U	L	U	H	H	L	L
Chen	2020	Include: Experimental designs	None specified	2008–2019	All	• Learning: General	• Video games: Educational (with competition)	U	H	U	H	H	H	L
Cheung	2012	Include: Randomised controlled trials	None specified	1982–2010	School-age Children	• Literacy: Reading	• Intervention: Reading (in schools)	U	L	L	H	H	L	L
Cheung	2013	Include: Experimental; Quasi-experimental	None specified	1980–2010	School-age Children	• Numeracy: General	• Intervention: Mathematics (in schools)	L	H	H	U	L	L	L
Cho	2018	Include: experimental designs with control group	None specified	2008–2013	All	• Learning: Second language	• Screen use: General (mobile phone for language learning)	U	H	U	H	L	L	L
Claussen	2022	Include: Longitudinal; Retrospective	None specified	2004–2018	All	• Psychological health: ADHD • Psychological health: ADHD Symptoms (Inattention)	• Screen use: General	U	L	U	H	L	H	L
Clinton	2019	Include: randomised experimental designs	Exclude: Disabilities	2011–2016	All	• Literacy: Reading performance	• Screen use: Reading (vs paper)	U	H	U	U	L	L	L
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)	• Body composition: BMI • Cardiometabolic health: Fitness	• Video games: Physically active	L	U	L	U	L	H	L

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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 style="list-style-type: none">• Body composition: BMI• Body composition: BMI z-score• Body composition: Body fat percentage• Body composition: Fat-free mass• Body composition: Waist circumference	<ul style="list-style-type: none">• Video games: Physically active	L	L	L	U	L	H	L
Coyne	2018	None	None specified	1975–2017	Children; Adolescents	<ul style="list-style-type: none">• Prosocial Behavior: General	<ul style="list-style-type: none">• Screen use: Prosocial content	L	L	L	H	L	L	L
Cunningham	2021	Include: Quantitative designs	None specified	2014–2018	All (11.2-16.8)	<ul style="list-style-type: none">• Psychological health: Depression	<ul style="list-style-type: none">• Social Media: General (duration)	U	L	L	H	L	L	L
Cushing	2010	Include: All quantitative designs; Experimental	None specified	1989–2009	Children; Adolescents	<ul style="list-style-type: none">• Healthy behavior: General	<ul style="list-style-type: none">• Intervention: Health behaviours	U	L	H	H	L	L	L
Darling	2017	Include: Intervention	None specified	2006–2016	Children; Adolescents (8.7-16.0)	<ul style="list-style-type: none">• Body composition• Diet: Healthy dietary behaviour• Physical activity: General	<ul style="list-style-type: none">• Intervention: To promote health (via mobile phone)	U	L	U	U	L	H	H
Eirich	2022	Include: experimental or observational	Exclude: Atypically developing	1978–2021	Children (0.5-11.0)	<ul style="list-style-type: none">• Psychological health: Externalizing• Psychological health: Internalizing	<ul style="list-style-type: none">• Screen use: General	U	L	L	L	L	L	L
Feng	2021	Include: Quantitative designs	Include: Healthy children	2017–2019	Early childhood; Pre-school	<ul style="list-style-type: none">• Body composition: BMI z-score	<ul style="list-style-type: none">• Screen use: General (meeting guidelines)	L	L	L	L	L	H	L
Ferguson	2017	None	None specified	2005–2017	Children; Adolescents	<ul style="list-style-type: none">• Risky behavior: Sexual activity• Risky behavior: Sexual activity (initiation of sex)	<ul style="list-style-type: none">• Screen use: Sexual content	U	L	L	H	L	L	L
Ferguson	2020	Include: Experimental, correlational, or longitudinal	None specified	2009–2013	All (7.8-17.5)	<ul style="list-style-type: none">• Aggression: General	<ul style="list-style-type: none">• Video games: Violent content	L	U	L	L	L	L	L
Folkvord	2018	Include: Interventions	None specified	2007–2018	Children; Adolescents	<ul style="list-style-type: none">• Diet: Food intake (calories)	<ul style="list-style-type: none">• Advertising: Advergaming	U	L	L	U	L	H	L
Furenes	2021	Include: experimental or quasi-experimental	Exclude: Cochlear implants or autism	2002–2019	Early childhood; Pre-school; School-age Children (Early Primary, Elementary)	<ul style="list-style-type: none">• Literacy: Reading comprehension• Literacy: Vocabulary learning	<ul style="list-style-type: none">• e-Books: General	H	H	L	U	L	L	L
Gardella	2017	Include: Cross-sectional	None specified	2006–2014	Adolescents (12.5-16.2)	<ul style="list-style-type: none">• Learning: Educational achievement problems• Learning: School attendance problems	<ul style="list-style-type: none">• Internet use: Cyberbullying victimization	U	L	L	U	L	L	L
Garzón	2019	Include: Experimental with control group	None specified	NA	All	<ul style="list-style-type: none">• Learning: General	<ul style="list-style-type: none">• Intervention: Augmented reality (in schools)	U	H	U	H	H	L	L
Graham	2015	Include: Experimental; Quasi-experimental	None specified	2004–2011	School-age Children (Primary, Elementary, Middle School)	<ul style="list-style-type: none">• Literacy: Writing	<ul style="list-style-type: none">• Intervention: Writing feedback	U	L	H	H	L	L	L
Hammersley	2016	Include: Randomised controlled trials	Exclude: Those with special needs, require a special diet, or have a condition that would limit physical activity	2003–2013	Children; Adolescents	<ul style="list-style-type: none">• Body composition	<ul style="list-style-type: none">• Intervention: To promote healthy weight (obesity prevention)	L	L	H	L	L	H	L

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Hao	2021	Include: Experimental with control group	Exclude: Disabilities	2012– 2018	School-age Children	• Learning: Second language vocabulary	• Intervention: English as foreign language	U	L	L	L	L	H	L
Hassan- Saleh	2019	Include: Experimental; Quasi- experimental	None specified	2008– 2016	Children; Adolescents	• Literacy: Pronunciation	• Intervention: Pronunciation	U	L	U	U	H	H	L
He	2021	Include: Randomised controlled trials	None specified	2009– 2018	Children; Adolescents (9.9-16.6)	• Physical activity: General	• Intervention: To promote physical activity (via mobile phone)	L	L	L	L	L	L	L
Hernandez- Jimenez	2019	Include: Experimental; Quasi- experimental	None specified	2009– 2017	Children; Adolescents	• Body composition	• Video games: Physically active	U	L	H	L	L	L	L
Hurwitz	2018	None	None specified	1997– 2018	Early childhood; Pre-school; School-age Children (Early Primary, Elementary)	• Literacy: General	• Intervention: Literacy videos	L	L	H	H	L	L	L
Ivie	2020	Include: Correlational studies	None specified	2012– 2019	Adolescents (14.0-18.0)	• Psychological health: Depression	• Social Media: General	U	L	L	L	L	L	L
Janssen	2020	Include: Experimental; Cross-sectional; Longitudinal	Include: Healthy children	2007– 2019	Children	• Sleep: Duration	• Screen use: General	U	L	L	L	L	U	L
Kates	2018	None	None specified	2008– 2016	School-age Children	• Learning: General	• Screen use: General (mobile phone)	U	H	L	H	H	L	L
Kim	2021	Include: experimental or quasi- experimental	None specified	2010– 2018	School-age Children (Early Primary, Elementary)	• Learning: Literacy and numeracy • Literacy: General • Numeracy: General	• Screen use: Educational apps	U	L	U	L	L	L	L
Kroesbergen	2003	Include: Within subject design; between subject design	Include: Math difficulties	1985– 1999	School-age Children (Primary, Elementary) (7.0-11.3)	• Numeracy: General	• Intervention: Mathematics (via computer in classrooms)	U	L	U	H	L	H	L
Kucukalkan	2019	Include: Experimental	Include: Dyscalculia	2007– 2016	School-age Children (Primary, Elementary)	• Numeracy: General	• Intervention: Mathematics	U	L	U	U	H	L	L
Li	2010	Include: Experimental; Quasi- experimental	None specified	1991– 2005	School-age Children	• Numeracy: General	• Intervention: Mathematics	U	L	L	U	L	H	L
Li	2022	Include: Randomised controlled trials	Include: Atypically developing	2012– 2020	Children; Adolescents	• Developmental: Gross motor (locomotor) • Developmental: Gross motor (non- locomotor) • Developmental: Gross motor (object control skills)	• Intervention: Active video games for motor skills	L	H	L	L	L	H	L
Li	2022	Include: experimental or quasi- experimental	None specified	2014– 2021	All	• Learning: Computational thinking	• Computer use: Programming exercises	U	H	L	H	L	L	L
Liao	2008	Include: All quantitative designs	None specified	1990– 2003	School-age Children (Primary, Elementary)	• Learning: General	• Intervention: Education (via computer)	L	H	H	L	H	H	H
Liao	2014	Include: Randomised controlled trials	None specified	1999– 2012	Children; Adolescents (4.0-14.7)	• Body composition	• Intervention: Screen time reduction	U	L	H	L	L	L	L
Liu	2019	Include: All quantitative designs	None specified	2007– 2014	All (13.3-16.6)	• Psychological health: Anxiety • Psychological health: Depression	• Social Media: Instant messaging • Video games: General	U	L	U	H	L	L	L

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			Intellectual and cognitive impairments				activity (via gamification)									
McArthur	2012	Include: Randomised controlled trials and quasi-RCTs.	Include: Poor readers	1994–2009	All (6.7-16.2)	• Literacy: Phonics	• Intervention: Literacy (phonics; via computer)	L	L	L	L	L	L	L	L	L
McArthur	2018	Include: Randomised controlled trials and quasi-RCTs.	Include: Poor readers	1994–2015	Children; Adolescents	• Literacy: General	• Intervention: Literacy	L	L	L	L	L	L	L	L	L
Mei	2018	Include: cross-sectional, case-control, and cohort studies	None specified	2004–2018	Adolescents (13.5-16.8)	• Sleep: Duration • Sleep: Problems • Sleep: Time to fall asleep	• Screen use: General (excessive)	U	H	U	L	L	H	L		
Merchant	2014	Include: Experimental with control group	None specified	NA	School-age Children	• Learning: General	• Screen use: Virtual reality simulations (Educational) • Screen use: Virtual reality worlds (Educational) • Video games: Virtual reality (Educational)	U	L	H	H	H	H	L		
Neitzel	2022	Include: random assignment or quasi-experimental	Include: Poor readers	2004–2020	School-age Children (Primary, Elementary)	• Literacy: Reading	• Intervention: Reading (technology supported)	U	L	H	H	L	H	H		
Oldrati	2020	Include: Group-control experimental design	Include: Both typically developing and atypically developing with neurodevelopmental disorder	2006–2018	School-age Children	• Cognition: Cognitive Functioning • Cognition: Executive functioning • Cognition: Verbal skills • Cognition: Visuospatial skills • Numeracy: General • Psychological health: Adjustment	• Intervention: Cognitive training	U	L	U	H	L	L	L		
Paik	1994	None	None specified	NA	Children; Adolescents	• Antisocial Behaviour: General	• TV programs and movies: Violent content	U	H	U	H	H	L	H		
Pearce	2016	Include: All quantitative designs	None specified	1986–2012	Children; Adolescents	• Psychological health: Internalizing	• TV programs and movies: Scary content	U	L	H	H	H	L	L		
Peng	2011	None	Include: Healthy populations only	2001–2010	Children; Adolescents	• Cardiometabolic health: Maximum oxygen consumption • Physical activity: Energy expenditure • Physical activity: Heart rate	• Video games: Physically active	U	L	U	U	L	H	L		
Powers	2013	Include: Experimental or quasi-experimental designs	None specified	1985–2012	All	• Cognition: Information processing	• Video games: General	U	L	U	H	L	L	L		
Prescott	2018	Include: Longitudinal	None specified	2008–2017	All (8.9-16.0)	• Aggression: Towards peers	• Video games: Violent content	U	L	U	H	L	L	L		
Reynard	2022	None specified	Exclude: Neurological disorder	2016–2020	Children; Adolescents	• Psychological health: Emotion experience • Psychological health: Emotion regulation	• Intervention: To improve emotional regulation • Intervention: To improve emotional regulation (via digital games)	H	L	L	L	L	L	L		
Rodriguez-Rocha	2019	Include: Experimental; Quasi-experimental	None specified	1999–2018	All (4.5-15.4)	• Diet: Fruit and vegetable intake	• Intervention: Fruit and vegetable	U	L	L	L	L	L	L		
Sadeghirad	2016	Include: Randomised controlled trials	None specified	1978–2014	Children; Adolescents (3.8-11.0)	• Diet: Food intake (calories)	• Advertising: Unhealthy food	H	L	L	L	L	L	L		

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						<ul style="list-style-type: none">Diet: Food intake (grams)Diet: Unhealthy food choice								
Scherer	2020	Include: Experimental or quasi-experimental designs	Exclude: Clinical or special needs populations	1973–2017	All (6.5-16.8)	<ul style="list-style-type: none">Learning: Programming skills	<ul style="list-style-type: none">Intervention: Education (programming)	U	H	U	H	L	L	L
Schroeder	2013	Include: Experimental; Quasi-experimental	None specified	2001–2009	All	<ul style="list-style-type: none">Learning: General	<ul style="list-style-type: none">Intervention: With digital characters	L	L	U	H	L	L	L
Scionti	2019	Include: Interventions	None specified	2009–2019	Children (4.3-6.1)	<ul style="list-style-type: none">Cognition: Executive functioning	<ul style="list-style-type: none">Intervention: Cognitive training	L	L	L	H	L	L	L
Shin	2019	Include: Interventions	Include: No health conditions except obesity	2013–2018	Children; Adolescents (12.0-15.7)	<ul style="list-style-type: none">Body compositionDiet: Sugary drinksPhysical activity: GeneralScreen time: General	<ul style="list-style-type: none">Intervention: To promote health (via mobile phone app)Intervention: To promote health (via mobile phone)Intervention: To promote health (via text message)	U	L	L	L	L	H	L
Shin	2022	Include: Quantitative designs	None specified	2003–2021	Adolescents (10.4-18.0)	<ul style="list-style-type: none">Psychological health: Depression	<ul style="list-style-type: none">Internet use: General	L	H	L	L	L	L	L
Slavin	2014	Include: Randomised controlled trials; Quasi-experimental; Observational	None specified	2000–2011	School-age Children (Primary, Elementary)	<ul style="list-style-type: none">Science: General	<ul style="list-style-type: none">Intervention: Science (in schools)	U	H	H	H	L	H	H
Strouse	2021	Include: experimental and quasi-experimental designs	Include: No developmental delay	1994–2019	Early childhood; Pre-school; School-age Children (Early Primary, Elementary) (0.8-6.5)	<ul style="list-style-type: none">Learning: General	<ul style="list-style-type: none">Screen use: Video (vs face-to-face)	U	L	U	H	H	L	L
Takacs	2014	Include: Experimental; Quasi-experimental	None specified	1980–2014	All	<ul style="list-style-type: none">Learning: General	<ul style="list-style-type: none">e-Books: Narration	H	L	U	H	L	L	L
Takacs	2019	Include: Randomised controlled trials and quasi-RCTs.	None specified	2001–2016	Children	<ul style="list-style-type: none">Cognition: Executive Functioning (accuracy)Cognition: Executive Functioning (cognitive flexibility)Cognition: Executive Functioning (inhibition)Cognition: Executive Functioning (working memory)	<ul style="list-style-type: none">Intervention: Education (via computer)	L	L	U	H	L	L	L
Tekedere	2016	None	None specified	2010–2015	All	<ul style="list-style-type: none">Learning: General	<ul style="list-style-type: none">Intervention: Augmented reality (in schools)	U	H	U	U	L	L	L
Tokac	2019	Include: desgins with a control group	None specified	2006–2016	School-age Children	<ul style="list-style-type: none">Numeracy: Mathematics	<ul style="list-style-type: none">Video games: Educational	U	H	L	H	L	L	L
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">Risky behavior: Media literacyRisky behavior: Risk taking (attitude)	<ul style="list-style-type: none">Intervention: Media literacy (web-based)	L	L	U	U	L	L	L
van Ekris	2016	Include: Prospective design	None specified	2005–2015	School-age Children (2.0-16.3)	<ul style="list-style-type: none">Body composition	<ul style="list-style-type: none">Computer use: GeneralTV programs and movies: General	U	L	L	L	L	H	L

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Vannucci	2020	Exclude: Qualitative; Case studies	None specified	2011– 2018	Adolescents (12.6-18.0)	<ul style="list-style-type: none"> Risky behavior: Risk taking (general) Risky behavior: Risk sexual behaviour Risky behavior: Substance abuse 	• Social Media: General	U	L	U	H	L	L	L
Williams	1982	None	None specified	1954– 1980	School-age Children (5.0-17.0)	• Learning: General	• TV programs and movies: General	U	U	H	U	L	H	H
Wouters	2013	Include: experimental designs	Exclude: Disabilities	2005– 2012	All	• Learning: Motivation	• Video games: Educational	U	H	U	H	L	L	L
Wouters	2013	Include: Experimental with control group	None specified	1993– 2007	All	• Learning: General	• Video games: Educational (with instructional support)	U	H	U	H	L	L	L
Xie	2018	Include: Experimental; Quasi- experimental; Pre-test post- test	None specified	2010– 2018	Children (1.8-5.9)	• Learning: General	• Intervention: Education (via touch screen)	U	L	L	H	L	L	L
Xie	2018	Include: experimental, quasi- experimental, or pre-post test	Exclude: Health conditions	2010– 2018	Early childhood; Pre-school (1.8-5.8)	• Learning: General	• Screen use: Touchscreens	U	L	U	H	L	L	L
Yin	2019	None specified	None specified	2006– 2016	All	<ul style="list-style-type: none"> Psychological health: General Psychological health: Positive mental health 	• Social Media: General	U	H	U	H	L	L	L
Zhou	2020	Exclude: Non- empirical studies; Qualitative; Systematic reviews or meta- analyses	None specified	2009– 2018	All	<ul style="list-style-type: none"> Healthy behavior: General Healthy behavior: Self-efficacy Psychological health: Enjoyment 	• Video games: Health promoting content	U	L	U	H	L	L	L
Zucker	2009	Include: Randomised controlled trials; Quasi- experimental; Observational	None specified	1997– 2006	School-age Children (Primary, Elementary)	<ul style="list-style-type: none"> Literacy: Decoding Literacy: Reading comprehension 	• e-Books: General	L	L	U	H	L	H	L

¹ Items are from the National Health, Lung and Blood Institute's Quality Assessment of Systematic Reviews and Meta-Analyses tool. Note that we excluded the first item of the tool. U = Unclear; L = Low; H = High

² Where provided

³ Eligibility criteria predefined and specified

⁴ Literature search strategy comprehensive and systematic

⁵ Dual independent screening & review

⁶ Dual independent quality assessment

⁷ Included studies listed with important characteristics and results of each

⁸ Publication bias assessed

⁹ Heterogeneity assessed