

## Included Studies

1. Abrami, P., Borohkovski, E. & Lysenko, L. The effects of ABRACADABRA on reading outcomes: A meta-analysis of applied field research. *Journal of Interactive Learning Research* **26**, 337–367 (2015).
2. Adelantado-Renau, M. *et al.* Association Between Screen Media Use and Academic Performance Among Children and Adolescents: A Systematic Review and Meta-analysis. *JAMA Pediatrics* **173**, 1058 (2019).
3. Aghasi, M., Matinfar, A., Golzarand, M., Salari-Moghaddam, A. & Ebrahimpour-Koujan, S. Internet Use in Relation to Overweight and Obesity: A Systematic Review and Meta-Analysis of Cross-Sectional Studies. *Advances in Nutrition* nmz073 (2019) doi:10.1093/advances/nmz073.
4. Ameryoun, A., Sanaeinasab, H., Saffari, M. & Koenig, H. G. Impact of Game-Based Health Promotion Programs on Body Mass Index in Overweight/Obese Children and Adolescents: A Systematic Review and Meta-Analysis of Randomized Controlled Trials. *Childhood Obesity* **14**, 67–80 (2018).
5. Anderson, C. A. *et al.* Violent video game effects on aggression, empathy, and prosocial behavior in eastern and western countries: A meta-analytic review. *Psychological bulletin* **136**, 151 (2010).
6. Andrade, A., Correia, C. K. & Coimbra, D. R. The Psychological Effects of Exergames for Children and Adolescents with Obesity: A Systematic Review and Meta-Analysis. *Cyberpsychology, Behavior, and Social Networking* **22**, 724–735 (2019).
7. Aspiranti, K. B., Larwin, K. H. & Schade, B. P. iPads/tablets and students with autism: A meta-analysis of academic effects. *Assistive Technology* **32**, 23–30 (2020).
8. Barnett, A., Cerin, E. & Baranowski, T. Active video games for youth: A systematic review. *Journal of Physical Activity and Health* **8**, 724–737 (2011).
9. Bartel, K. A., Gradisar, M. & Williamson, P. Protective and risk factors for adolescent sleep: A meta-analytic review. *Sleep medicine reviews* **21**, 72–85 (2015).
10. Bayraktar, S. A meta-analysis of the effectiveness of computer-assisted instruction in science education. *Journal of research on technology in education* **34**, 173–188 (2001).
11. Blok, H., Oostdam, R., Otter, M. E. & Overmaat, M. Computer-assisted instruction in support of beginning reading instruction: A review. *Review of educational research* **72**, 101–130 (2002).
12. Bochner, R. E., Sorensen, K. M. & Belamarich, P. F. The Impact of Active Video Gaming on Weight in Youth: A Meta-Analysis. *Clinical Pediatrics* **54**, 620–628 (2015).
13. Bossen, D. *et al.* Effectiveness of Serious Games to Increase Physical Activity in Children With a Chronic Disease: Systematic Review With Meta-Analysis. *Journal of Medical Internet Research* **22**, e14549 (2020).
14. Boyland, E. J. *et al.* Advertising as a cue to consume: A systematic review and meta-analysis of the effects of acute exposure to unhealthy food and nonalcoholic beverage advertising on intake in children and adults, 2. *The American journal of clinical nutrition* **103**, 519–533 (2016).
15. Byun, J. & Joung, E. Digital game-based learning for K-12 mathematics education: A meta-analysis. *School Science and Mathematics* **118**, 113–126 (2018).
16. Carter, B., Rees, P., Hale, L., Bhattacharjee, D. & Paradkar, M. S. Association between portable screen-based media device access or use and sleep outcomes: A systematic review and meta-analysis. *JAMA pediatrics* **170**, 1202–1208 (2016).

17. Champion, K. E. *et al.* Effectiveness of school-based eHealth interventions to prevent multiple lifestyle risk behaviours among adolescents: A systematic review and meta-analysis. *The Lancet Digital Health* **1**, e206–e221 (2019).
18. Chan, K. K. & Leung, S. W. Dynamic geometry software improves mathematical achievement: Systematic review and meta-analysis. *Journal of Educational Computing Research* **51**, 311–325 (2014).
19. Chen, L., Ho, S. S. & Lwin, M. O. A meta-analysis of factors predicting cyberbullying perpetration and victimization: From the social cognitive and media effects approach. *New Media & Society* **19**, 1194–1213 (2017).
20. Cheung, A. C. & Slavin, R. E. The effectiveness of educational technology applications for enhancing mathematics achievement in K-12 classrooms: A meta-analysis. *Educational research review* **9**, 88–113 (2013).
21. Cheung, A. C. & Slavin, R. E. Effects of educational technology applications on reading outcomes for struggling readers: A best-evidence synthesis. *Reading Research Quarterly* **48**, 277–299 (2013).
22. Cheung, A. C. & Slavin, R. E. How features of educational technology applications affect student reading outcomes: A meta-analysis. *Educational Research Review* **7**, 198–215 (2012).
23. Chodura, S., Kuhn, J.-T. & Holling, H. Interventions for children with mathematical difficulties. *Zeitschrift für Psychologie* (2015).
24. Cox, R., Skouteris, H., Rutherford, L. & Fuller-Tyszkiewicz, M. The Association between Television Viewing and Preschool Child Body Mass Index: A systematic review of English papers published from 1995 to 2010. *Journal of Children and Media* **6**, 198–220 (2012).
25. Coyne, S. M. *et al.* A meta-analysis of prosocial media on prosocial behavior, aggression, and empathic concern: A multidimensional approach. *Developmental Psychology* **54**, 331–347 (2018).
26. Cushing, C. C. & Steele, R. G. A Meta-Analytic Review of eHealth Interventions for Pediatric Health Promoting and Maintaining Behaviors. *Journal of Pediatric Psychology* **35**, 937–949 (2010).
27. Darling, K. E. & Sato, A. F. Systematic Review and Meta-Analysis Examining the Effectiveness of Mobile Health Technologies in Using Self-Monitoring for Pediatric Weight Management. *Childhood Obesity* **13**, 347–355 (2017).
28. Davey, S. & Davey, A. Assessment of smartphone addiction in Indian adolescents: A mixed method study by systematic-review and meta-analysis approach. *International journal of preventive medicine* **5**, 1500 (2014).
29. de Ribera, O. S., Trajtenberg, N., Shenderovich, Y. & Murray, J. Correlates of youth violence in low- and middle-income countries: A meta-analysis. *Aggression and Violent Behavior* **49**, 101306 (2019).
30. Fang, K., Mu, M., Liu, K. & He, Y. Screen time and childhood overweight/obesity: A systematic review and meta-analysis. *Child: Care, Health and Development* **45**, 744–753 (2019).
31. Fedele, D. A., Cushing, C. C., Fritz, A., Amaro, C. M. & Ortega, A. Mobile Health Interventions for Improving Health Outcomes in Youth: A Meta-analysis. *JAMA Pediatrics* **171**, 461 (2017).
32. Ferguson, C. J. 13 Reasons Why Not: A Methodological and Meta-Analytic Review of Evidence Regarding Suicide Contagion by Fictional Media. *Suicide and Life-Threatening Behavior* **49**, 1178–1186 (2019).

33. Ferguson, C. J. Do Angry Birds Make for Angry Children? A Meta-Analysis of Video Game Influences on Children’s and Adolescents’ Aggression, Mental Health, Prosocial Behavior, and Academic Performance. *Perspectives on Psychological Science* **10**, 646–666 (2015).
34. Ferguson, C. J., Nielsen, R. K. & Markey, P. M. Does sexy media promote teen sex? A meta-analytic and methodological review. *Psychiatric quarterly* **88**, 349–358 (2017).
35. Fischer, P., Greitemeyer, T., Kastenmüller, A., Vogrincic, C. & Sauer, A. The effects of risk-glorifying media exposure on risk-positive cognitions, emotions, and behaviors: A meta-analytic review. *Psychological bulletin* **137**, 367 (2011).
36. Folkvord, F. & van ‘t Riet, J. The persuasive effect of advergames promoting unhealthy foods among children: A meta-analysis. *Appetite* **129**, 245–251 (2018).
37. Gao, Z., Chen, S., Pasco, D. & Pope, Z. A meta-analysis of active video games on health outcomes among children and adolescents: A meta-analysis of active video games. *Obesity Reviews* **16**, 783–794 (2015).
38. Gardella, J. H., Fisher, B. W. & Teurbe-Tolon, A. R. A Systematic Review and Meta-Analysis of Cyber-Victimization and Educational Outcomes for Adolescents. *Review of Educational Research* **87**, 283–308 (2017).
39. Ghobadi, S. *et al.* Association of eating while television viewing and overweight/obesity among children and adolescents: A systematic review and meta-analysis of observational studies: Television viewing, overweight, obesity, children. *Obesity Reviews* **19**, 313–320 (2018).
40. Grabe, S., Ward, L. M. & Hyde, J. S. The role of the media in body image concerns among women: A meta-analysis of experimental and correlational studies. *Psychological bulletin* **134**, 460 (2008).
41. Graham, S., Hebert, M. & Harris, K. R. Formative assessment and writing: A meta-analysis. *The Elementary School Journal* **115**, 523–547 (2015).
42. Hammersley, M. L., Jones, R. A. & Okely, A. D. Parent-focused childhood and adolescent overweight and obesity eHealth interventions: A systematic review and meta-analysis. *Journal of medical Internet research* **18**, e5893 (2016).
43. Hernández-Jiménez, C. *et al.* Impact of Active Video Games on Body Mass Index in Children and Adolescents: Systematic Review and Meta-Analysis Evaluating the Quality of Primary Studies. *International Journal of Environmental Research and Public Health* **16**, 2424 (2019).
44. Huang, Q., Peng, W. & Ahn, S. When media become the mirror: A meta-analysis on media and body image. *Media Psychology* **24**, 437–489 (2021).
45. Hurwitz, L. B. Getting a Read on Ready To Learn Media: A Meta-analytic Review of Effects on Literacy. *Child Development* **90**, 1754–1771 (2019).
46. Janssen, X. *et al.* Associations of screen time, sedentary time and physical activity with sleep in under 5s: A systematic review and meta-analysis. *Sleep Medicine Reviews* **49**, 101226 (2020).
47. Kates, A. W., Wu, H. & Coryn, C. L. S. The effects of mobile phone use on academic performance: A meta-analysis. *Computers & Education* **127**, 107–112 (2018).
48. Kroesbergen, E. H. & Van Luit, J. E. Mathematics interventions for children with special educational needs: A meta-analysis. *Remedial and special education* **24**, 97–114 (2003).

49. Küçükalkan, K., Beyazsaçlı, M. & Öz, A. Ş. Examination of the effects of computer-based mathematics instruction methods in children with mathematical learning difficulties: A meta-analysis. *Behaviour & Information Technology* **38**, 913–923 (2019).
50. Lanca, C. & Saw, S.-M. The association between digital screen time and myopia: A systematic review. *Ophthalmic and Physiological Optics* **40**, 216–229 (2020).
51. Larwin, K. H. & Aspiranti, K. B. Measuring the Academic Outcomes of iPads for Students with Autism: A Meta-Analysis. *Review Journal of Autism and Developmental Disorders* **6**, 233–241 (2019).
52. Lee, J., Piao, M., Byun, A. & Kim, J. A systematic review and meta-analysis of intervention for pediatric obesity using mobile technology. *Nursing Informatics 2016* 491–494 (2016).
53. Liao, Y. C., Chang, H. & Chen, Y. Effects of Computer Applications on Elementary School Students' Achievement. *Computers in the Schools* **24**, 43 (2007).
54. Liao, Y.-K. Effects of computer-assisted instruction on cognitive outcomes: A meta-analysis. *Journal of Research on Computing in Education* **24**, 367–80 (1992).
55. Liao, Y., Liao, J., Durand, C. P. & Dunton, G. F. Which type of sedentary behaviour intervention is more effective at reducing body mass index in children? A meta-analytic review. *Obesity reviews* **15**, 159–168 (2014).
56. Li, Q. & Ma, X. A meta-analysis of the effects of computer technology on school students' mathematics learning. *Educational Psychology Review* **22**, 215–243 (2010).
57. Liu, D., Baumeister, R., Yang, C. & Hu, B. Digital Communication Media Use and Psychological Well-Being: A Meta-Analysis. *Journal of Computer-Mediated Communication* **24**, 259–273 (2019).
58. Liu, M., Wu, L. & Yao, S. Dose–response association of screen time-based sedentary behaviour in children and adolescents and depression: A meta-analysis of observational studies. *British Journal of Sports Medicine* **50**, 1252–1258 (2016).
59. Luckner, H., Moss, J. R. & Gericke, C. A. Effectiveness of interventions to promote healthy weight in general populations of children and adults: A meta-analysis. *European Journal of Public Health* **22**, 491–497 (2012).
60. Madigan, S., McArthur, B. A., Anhorn, C., Eirich, R. & Christakis, D. A. Associations Between Screen Use and Child Language Skills: A Systematic Review and Meta-analysis. *JAMA Pediatrics* **174**, 665 (2020).
61. Mahdi, H. S. & Al Khateeb, A. A. The effectiveness of computer-assisted pronunciation training: A meta-analysis. *Review of Education* **7**, 733–753 (2019).
62. Mares, M.-L. & Pan, Z. Effects of Sesame Street: A meta-analysis of children's learning in 15 countries. *Journal of Applied Developmental Psychology* **34**, 140–151 (2013).
63. Mares, M.-L. & Woodard, E. Positive Effects of Television on Children's Social Interactions: A Meta-Analysis. *Media Psychology* **7**, 301–322 (2005).
64. Marshall, S. J., Biddle, S. J. H., Gorely, T., Cameron, N. & Murdey, I. Relationships between media use, body fatness and physical activity in children and youth: A meta-analysis. *International Journal of Obesity* **28**, 1238–1246 (2004).
65. Martins, N. & Weaver, A. The role of media exposure on relational aggression: A meta-analysis. *Aggression and Violent Behavior* **47**, 90–99 (2019).

66. McArthur, G. *et al.* Phonics training for English-speaking poor readers. *Cochrane Database of Systematic Reviews* (2012) doi:10.1002/14651858.CD009115.pub2.
67. McArthur, G. *et al.* Phonics training for English-speaking poor readers. *Cochrane Database of Systematic Reviews* **2018**, (2018).
68. Moran, J., Ferdig, R. E., Pearson, P. D., Wardrop, J. & Blomeyer, R. L. Technology and Reading Performance in the Middle-School Grades: A Meta-Analysis with Recommendations for Policy and Practice. *Journal of Literacy Research* **40**, 6–58 (2008).
69. Nikkelen, S. W. C., Valkenburg, P. M., Huizinga, M. & Bushman, B. J. Media use and ADHD-related behaviors in children and adolescents: A meta-analysis. *Developmental Psychology* **50**, 2228–2241 (2014).
70. Oldrati, V. *et al.* Effectiveness of Computerized Cognitive Training Programs (CCTP) with Game-like Features in Children with or without Neuropsychological Disorders: A Meta-Analytic Investigation. *Neuropsychology Review* **30**, 126–141 (2020).
71. Oliveira, C. B. *et al.* Effects of active video games on children and adolescents: A systematic review with meta-analysis. *Scandinavian Journal of Medicine & Science in Sports* **30**, 4–12 (2020).
72. Oliveira, R. G. de & Guedes, D. P. Physical Activity, Sedentary Behavior, Cardiorespiratory Fitness and Metabolic Syndrome in Adolescents: Systematic Review and Meta-Analysis of Observational Evidence. *PLOS ONE* **11**, e0168503 (2016).
73. Ozdemir, M., Sahin, C., Arcagok, S. & Demir, M. K. The Effect of Augmented Reality Applications in the Learning Process: A MetaAnalysis Study. *Eurasian Journal of Educational Research* **18**, 1–22 (2018).
74. Paik, H. & Comstock, G. The Effects of Television Violence on Antisocial Behavior: A Meta-Analysis. *Communication Research* **21**, 516–546 (1994).
75. Pearce, L. J. & Field, A. P. The Impact of ‘Scary’ TV and Film on Children’s Internalizing Emotions: A Meta-Analysis. *Human Communication Research* **42**, 98–121 (2016).
76. Peng, W., Lin, J.-H. & Crouse, J. Is Playing Exergames Really Exercising? A Meta-Analysis of Energy Expenditure in Active Video Games. *Cyberpsychology, Behavior, and Social Networking* **14**, 681–688 (2011).
77. Poorolajal, J., Sahraei, F., Mohamdadi, Y., Doosti-Irani, A. & Moradi, L. Behavioral factors influencing childhood obesity: A systematic review and meta-analysis. *Obesity Research & Clinical Practice* **14**, 109–118 (2020).
78. Prescott, A. T., Sargent, J. D. & Hull, J. G. Metaanalysis of the relationship between violent video game play and physical aggression over time. *Proceedings of the National Academy of Sciences* **115**, 9882–9888 (2018).
79. Prizant-Passal, S., Shechner, T. & Aderka, I. M. Social anxiety and internet use – A meta-analysis: What do we know? What are we missing? *Computers in Human Behavior* **62**, 221–229 (2016).
80. Rodriguez Rocha, N. P. & Kim, H. eHealth Interventions for Fruit and Vegetable Intake: A Meta-Analysis of Effectiveness. *Health Education & Behavior* **46**, 947–959 (2019).
81. Russell, S. J., Croker, H. & Viner, R. M. The effect of screen advertising on children’s dietary intake: A systematic review and meta-analysis. *Obesity Reviews* **20**, 554–568 (2019).

82. Ryan, A. W. Meta-Analysis of Achievement Effects of Microcomputer Applications in Elementary Schools. *Educational Administration Quarterly* **27**, 161–184 (1991).
83. Sadeghirad, B., Duhaney, T., Motaghipisheh, S., Campbell, N. R. C. & Johnston, B. C. Influence of unhealthy food and beverage marketing on children's dietary intake and preference: A systematic review and meta-analysis of randomized trials. *Obesity Reviews* **17**, 945–959 (2016).
84. Scherer, R., Siddiq, F. & Sánchez Viveros, B. The cognitive benefits of learning computer programming: A meta-analysis of transfer effects. *Journal of Educational Psychology* **111**, 764–792 (2019).
85. Schroeder, N. L., Adesope, O. O. & Gilbert, R. B. How Effective are Pedagogical Agents for Learning? A Meta-Analytic Review. *Journal of Educational Computing Research* **49**, 1–39 (2013).
86. Scionti, N., Cavallero, M., Zogmaister, C. & Marzocchi, G. M. Is Cognitive Training Effective for Improving Executive Functions in Preschoolers? A Systematic Review and Meta-Analysis. *Frontiers in Psychology* **10**, 2812 (2020).
87. Shahab, L. & McEwen, A. Online support for smoking cessation: A systematic review of the literature. *Addiction* **104**, 1792–1804 (2009).
88. Shin, Y., Kim, S. K. & Lee, M. Mobile phone interventions to improve adolescents' physical health: A systematic review and meta-analysis. *Public Health Nursing* **36**, 787–799 (2019).
89. Slavin, R. E. & Lake, C. Effective Programs in Elementary Mathematics: A Best-Evidence Synthesis. *Review of Educational Research* **78**, 427–515 (2008).
90. Slavin, R. E., Lake, C. & Groff, C. Effective Programs in Middle and High School Mathematics: A Best-Evidence Synthesis. *Review of Educational Research* **79**, 839–911 (2009).
91. Slavin, R. E., Lake, C., Hanley, P. & Thurston, A. Experimental evaluations of elementary science programs: A best-evidence synthesis. *Journal of Research in Science Teaching* **51**, 870–901 (2014).
92. Slavin, R. E. Reading Effects of IBM's "Writing to Read" Program: A Review of Evaluations. *Educational Evaluation and Policy Analysis* **13**, 1 (1991).
93. Stavrinou, D., Pope, C. N., Shen, J. & Schwebel, D. C. Distracted Walking, Bicycling, and Driving: Systematic Review and Meta-Analysis of Mobile Technology and Youth Crash Risk. *Child Development* **89**, 118–128 (2018).
94. Steele, J. L., Bozick, R. & Davis, L. M. Education for Incarcerated Juveniles: A Meta-Analysis. *Journal of Education for Students Placed at Risk (JESPAR)* **21**, 65–89 (2016).
95. Strong, G. K., Torgerson, C. J., Torgerson, D. & Hulme, C. A systematic meta-analytic review of evidence for the effectiveness of the "Fast ForWord" language intervention program. *Journal of Child Psychology and Psychiatry* **52**, 224–235 (2011).
96. Takacs, Z. K., Swart, E. K. & Bus, A. G. Benefits and Pitfalls of Multimedia and Interactive Features in Technology-Enhanced Storybooks: A Meta-Analysis. *Review of Educational Research* **85**, 698–739 (2015).
97. Takacs, Z. K., Swart, E. K. & Bus, A. G. Can the computer replace the adult for storybook reading? A meta-analysis on the effects of multimedia stories as compared to sharing print stories with an adult. *Frontiers in Psychology* **5**, (2014).
98. Takacs, Z. K. & Kassai, R. The efficacy of different interventions to foster children's executive function skills: A series of meta-analyses. *Psychological Bulletin* **145**, 653–697 (2019).

99. Tamim, R. M., Bernard, R. M., Borokhovski, E., Abrami, P. C. & Schmid, R. F. What Forty Years of Research Says About the Impact of Technology on Learning: A Second-Order Meta-Analysis and Validation Study. *Review of Educational Research* **81**, 4–28 (2011).
100. Tekedere, H. & Göke, H. Examining the Effectiveness of Augmented Reality Applications in Education: A Meta-Analysis. *International Journal of Environmental and Science Education* **11**, 9469–9481 (2016).
101. Tingir, S., Cavlazoglu, B., Caliskan, O., Koklu, O. & Intepe-Tingir, S. Effects of mobile devices on K-12 students' achievement: A meta-analysis: Effects of mobile devices. *Journal of Computer Assisted Learning* **33**, 355–369 (2017).
102. Tremblay, M. S. *et al.* Systematic review of sedentary behaviour and health indicators in school-aged children and youth. *International Journal of Behavioral Nutrition and Physical Activity* **8**, 98 (2011).
103. Vahedi, Z., Sibalis, A. & Sutherland, J. E. Are media literacy interventions effective at changing attitudes and intentions towards risky health behaviors in adolescents? A meta-analytic review. *Journal of Adolescence* **67**, 140–152 (2018).
104. van Ekris, E. *et al.* An evidence-update on the prospective relationship between childhood sedentary behaviour and biomedical health indicators: A systematic review and meta-analysis. *Obesity Reviews* **17**, 833–849 (2016).
105. van Grieken, A., Ezendam, N. P., Paulis, W. D., van der Wouden, J. C. & Raat, H. Primary prevention of overweight in children and adolescents: A meta-analysis of the effectiveness of interventions aiming to decrease sedentary behaviour. *International Journal of Behavioral Nutrition and Physical Activity* **9**, 1–11 (2012).
106. Vannucci, A., Simpson, E. G., Gagnon, S. & Ohannessian, C. M. Social media use and risky behaviors in adolescents: A meta-analysis. *Journal of Adolescence* **79**, 258–274 (2020).
107. van 't Riet, J., Crutzen, R. & Lu, A. S. How effective are active videogames among the young and the old? Adding meta-analyses to two recent systematic reviews. *GAMES FOR HEALTH: Research, Development, and Clinical Applications* **3**, 311–318 (2014).
108. Villegas-Navas, V., Montero-Simo, M.-J. & Araque-Padilla, R. A. The Effects of Foods Embedded in Entertainment Media on Children's Food Choices and Food Intake: A Systematic Review and Meta-Analyses. *Nutrients* **12**, 964 (2020).
109. Wahi, G., Parkin, P. C., Beyene, J., Uleryk, E. M. & Birken, C. S. Effectiveness of interventions aimed at reducing screen time in children: A systematic review and meta-analysis of randomized controlled trials. *Archives of pediatrics & adolescent medicine* **165**, 979–986 (2011).
110. Weng, P.-L., Maeda, Y. & Bouck, E. C. Effectiveness of cognitive skills-based computer-assisted instruction for students with disabilities: A synthesis. *Remedial and Special Education* **35**, 167–180 (2014).
111. Williams, P. A., Haertel, E. H., Haertel, G. D. & Walberg, H. J. The impact of leisure-time television on school learning: A research synthesis. *American educational research journal* **19**, 19–50 (1982).
112. Wood, W., Wong, F. Y. & Chachere, J. G. Effects of media violence on viewers' aggression in unconstrained social interaction. *Psychological bulletin* **109**, 371 (1991).
113. Xie, H. *et al.* Can Touchscreen Devices be Used to Facilitate Young Children's Learning? A Meta-Analysis of Touchscreen Learning Effect. *Frontiers in Psychology* **9**, 2580 (2018).

114. Zhang, G., Wu, L., Zhou, L., Lu, W. & Mao, C. Television watching and risk of childhood obesity: A meta-analysis. *The European Journal of Public Health* **26**, 13–18 (2016).
115. Zhou, C., Occa, A., Kim, S. & Morgan, S. A Meta-analysis of Narrative Game-based Interventions for Promoting Healthy Behaviors. *Journal of Health Communication* **25**, 54–65 (2020).
116. Zucker, T. A., Moody, A. K. & McKenna, M. C. The effects of electronic books on pre-kindergarten-to-grade 5 students' literacy and language outcomes: A research synthesis. *Journal of educational computing research* **40**, 47–87 (2009).