Review Chara Review characteristics First Author	s for met		characteristics for studies providing  Sample Restrictions	Year Range Earliest	Sample Age Restrictions (Age Range) <sup>1</sup>	Outcomes Assessed  • Literacy:	Exposures Assessed
Abrami	2020	Include: Experimental designs	None specified	2009- 2019	School-age Children (Early Primary, Elementary)	Listening comprehension  Literacy: Phonics  Literacy:	<ul> <li>Intervention:         Literacy         (Abracadabra; in schools)</li> </ul>
Adelantado- Renau	2019	Include: Cross-sectional studies	None specified	1982- 2019	Children; Adolescents (5.7-18.0)	Reading fluency  Literacy: Vocabulary knowledge  Learning: General Literacy: General Numeracy:	<ul> <li>Screen use:     General</li> <li>TV programs     and movies:     General</li> <li>Video games:</li> </ul>
Andrade	2019	Include: Interventions	Include: Overweight and obese	2010-	Children; Adolescents	<ul> <li>General</li> <li>Healthy behavior: Self- efficacy</li> <li>Psychological health: Depression</li> <li>Psychological</li> </ul>	General  Video games:
Arztmann	2022	None specified	None specified	2008-	School-age Children (Primary, Elementary,	Behavior	<ul> <li>Video games:</li> <li>Educational</li> </ul>
Arztmann Aspiranti		None specified  Include: Interventions	None specified Include: Autism	2020 2013- 2015	(Primary, Elementary, Middle School)  School-age Children (Primary, Elementary)	<ul><li>Learning: Motivation</li><li>Learning: General</li></ul>	(with competition)  Intervention: Education (via touch screen)  Computer use: General Internet use: General
Bartel		None Include: Randomised controlled trials	Exclude: Atypical population (except for delayed sleep phase disorder or insomnia)  Exclude: Any disease Mental	2004- 2014	Adolescents (12.2-17.7)	<ul> <li>Sleep: Bedtime</li> <li>Sleep: Duration</li> <li>Sleep: Time to fall asleep</li> </ul>	General Screen use: General (mobile phone) TV programs and movies: General Video games: General
Beck Silva  Benavides- Varela  Blok		Include: Randomised controlled trials and quasi-RCTs.  Include: Randomised controlled trials  None	Exclude: Any disease Mental disorders  Include: Math difficulties  Include: Regular students, poor readers or dyslexics Exclude: Severe or multiple disabilities	1999- 2019 2006- 2018 1990- 2000	Adolescents  Children  All (5.4-11.5)	<ul> <li>Diet: Fat consumption</li> <li>Numeracy: Mathematics</li> </ul>	<ul> <li>Intervention:         Nutrition (in schools)</li> <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>	<ul> <li>Video games:         Health         promoting         content</li> </ul>
Boyland		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>intake</li> <li>Numeracy: General</li> <li>Cognition: Executive functioning</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)	<ul> <li>Cognition:         Executive         Functioning         (cognitive         flexibility)</li> <li>Cognition:         Executive         Functioning         (inhibition)</li> <li>Cognition:         Executive         Functioning</li> </ul>	<ul> <li>Computer use:         Executive         functioning         training</li> </ul>
						<ul> <li>(working memory)</li> <li>Body composition</li> <li>Diet: Fat consumption</li> <li>Diet: Fruit and vegetable intake</li> </ul>	
Champion	2019	Include: Randomised controlled trials	None specified	2003- 2017	School-age Children (11.4-15.9)	<ul> <li>Physical activity: General</li> <li>Physical activity: Moderate-to-</li> </ul>	<ul> <li>Intervention:         Lifestyle risk         behaviour (at         school)</li> </ul>
						vigorous intensity  Risky behavior: Alcohol consumption Risky behavior: Smoking Screen time: General	<ul><li>Intervention:</li></ul>
Chan Chauhan Chen	2014	Include: Experimental; Quasi- experimental  Include: pre-post designs with or without control group  Include: Experimental designs	None specified  None specified  None specified	2002- 2012 2001- 2016	School-age Children  School-age Children (Primary, Elementary)	• Learning: General	Dynamic geometry software  Screen use: General (in schools)  Video games: Educational
Cheung		Include: Randomised controlled trials  Include: Experimental; Quasi-experimental	None specified  None specified	1982- 2010 1980- 2010	School-age Children School-age Children	Reading	<ul> <li>(with competition)</li> <li>Intervention: Reading (in schools)</li> <li>Intervention: Mathematics (in schools)</li> </ul>
Cho	2018	Include: experiemental designs with control group  Include: Longitudinal; Retrospective	None specified  None specified	2008- 2013	AII	<ul> <li>Learning: Second language</li> <li>Psychological health: ADHD</li> <li>Psychological</li> </ul>	<ul> <li>Screen use:         General (mobile phone for language learning)</li> <li>Screen use:</li> </ul>
Clinton Comeras-	2019	Include: randomised experimental designs  include: randomized and non-randomized controlled trials (control	Exclude: Disabilities  Exclude: Disabilities, diseases or	2011- 2016 2008-	AII	Reading performance  Body composition:	<ul> <li>General</li> <li>Screen use:         Reading (vs         paper)</li> <li>Video games:</li> </ul>
Chueca	2021	group with no intervention or traditional exercise intervention)	disorders, overweight or obese	2019	(4.5-11.6)	<ul> <li>BMI</li> <li>Cardiometabolic health: Fitness</li> <li>Body composition: BMI</li> <li>Body composition: BMI z-score</li> <li>Body</li> </ul>	Physically active
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	AII (8.0-14.0)	composition.	<ul> <li>Video games: Physically active</li> </ul>
Coyne  Cunningham  Cushing		None  Include: Quantitative designs  Include: All quantitative designs;  Experimental	None specified  None specified  None specified	1975- 2017 2014- 2018	Children; Adolescents  All (11.2-16.8)  Children; Adolescents	<ul><li>Behavior: General</li><li>Psychological health: Depression</li></ul>	<ul> <li>Screen use:         <ul> <li>Prosocial content</li> </ul> </li> <li>Social Media:                General (duration)</li> <li>Intervention:                 Health</li> </ul>
Cushing  Darling	2010	Experimental  Include: Intervention	None specified  None specified	2009 2006- 2016	Children; Adolescents Children; Adolescents (8.7-16.0)	<ul> <li>General</li> <li>Body composition</li> <li>Diet: Healthy dietary behaviour</li> <li>Physical activity:</li> </ul>	<ul> <li>Health behaviours</li> <li>Intervention: To promote health (via mobile phone)</li> </ul>
Eirich		Include: experimental or observational  Include: Ouantitative designs	Exclude: Atypically developing  Include: Healthy children	1978- 2021	Children (0.5-11.0)	<ul> <li>Psychological health:         <ul> <li>Externalizing</li> </ul> </li> <li>Psychological health:             <ul> <li>Internalizing</li> </ul> </li> <li>Body</li> </ul>	<ul><li>Screen use: General</li><li>Screen use: General</li></ul>
Ferguson	2021		Include: Healthy children  None specified	2019 2005- 2017	school  Children; Adolescents	<ul> <li>composition: BMI z-score</li> <li>Risky behavior: Sexual activity</li> <li>Risky behavior: Sexual activity (initiation of sex)</li> </ul>	General (meeting guidelines)  Screen use: Sexual content
Ferguson Folkvord Furenes	2020 2018	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	All (7.8-17.5)  Children; Adolescents  Early childhood; Preschool; School-age Children (Early	<ul> <li>General</li> <li>Diet: Food intake (calories)</li> <li>Literacy: Reading comprehension</li> </ul>	<ul> <li>Video games: Violent content</li> <li>Advertising: Advergames</li> <li>e-Books: General</li> </ul>
Gardella		experimental  Include: Cross-sectional	autism Autism  None specified	2019 2006- 2014	Children (Early Primary, Elementary)  Adolescents (12.5-16.2)	<ul><li>Learning:</li><li>School</li></ul>	<ul> <li>Internet use:</li> <li>Cyberbullying</li> <li>victimization</li> </ul>
Garzón Graham	2019	Include: Experimental with control group  Include: Experimental; Quasi-experimental	None specified  None specified	NA 2004- 2011	All  School-age Children (Primary, Elementary, Middle School)	<ul><li>Learning: General</li></ul>	<ul> <li>Intervention:         Augmented         reality (in         schools)</li> <li>Intervention:         Writing         feedback</li> </ul>
Hammersley	2016	Include: Randomised controlled trials  Include: Experimental with control group	Exclude: Those with special needs, require a special diet, or have a condition that would limit physical activity  Exclude: Disabilities	2003- 2013 2012- 2018	Children; Adolescents  School-age Children	<ul><li>Body composition</li><li>Learning: Second language</li></ul>	<ul> <li>Intervention: To promote healthy weight (obesity prevention)</li> <li>Intervention: English as foreign</li> </ul>
Hassan-Saleh He		Include: Experimental; Quasi- experimental  Include: Randomised controlled trials	None specified  None specified	2008- 2016 2009- 2018	Children; Adolescents Children; Adolescents (9.9-16.6)	Tronunciación	<ul> <li>Intervention:         Pronunciation     </li> <li>Intervention: To promote physical activity (via mobile phone)</li> </ul>
Hernandez- Jimenez Hurwitz Ivie		Include: Experimental; Quasi-experimental  None  Include: Correlational studies	None specified  None specified  None specified	2009- 2017 1997- 2018	Children; Adolescents  Early childhood; Preschool; School-age Children (Early Primary, Elementary)  Adolescents	<ul><li>composition</li><li>Literacy: General</li><li>Psychological</li></ul>	<ul> <li>Video games: Physically active</li> <li>Intervention: Literacy videos</li> <li>Social Media: Conoral</li> </ul>
Janssen Kates	2020	Include: Experimental; Cross-sectional; Longitudial	Include: Healthy children  None specified	2007- 2019 2008- 2016	(14.0-18.0)  Children  School-age Children	<ul><li>Depression</li><li>Sleep: Duration</li></ul>	<ul> <li>General</li> <li>Screen use: General</li> <li>Screen use: General (mobile phone)</li> </ul>
Kim Kroesbergen	2021	Include: experimental or quasi- experimental  Include: Within subject design; between	None specified  Include: Math difficulties	2010- 2018	School-age Children (Early Primary, Elementary)  School-age Children (Primary, Elementary)	<ul><li>Literacy:     General</li><li>Numeracy:     General</li><li>Numeracy:</li></ul>	<ul> <li>Screen use:         Educational         apps</li> <li>Intervention:         Mathematics         (via computer in</li> </ul>
Kroesbergen Kucukalkan Li		Include: Experimental  Include: Experimental; Quasi-experimental	Include: Math difficulties  Include: Dyscalculia  None specified	1999 2007- 2016 1991- 2005	(Primary, Elementary) (7.0-11.3)  School-age Children (Primary, Elementary)  School-age Children	<ul> <li>General</li> <li>Numeracy: General</li> <li>Numeracy: General</li> <li>Developmental:</li> </ul>	<ul> <li>(via computer in classrooms)</li> <li>Intervention: Mathematics</li> <li>Intervention: Mathematics</li> </ul>
Li	2022	Include: Randomised controlled trials	Include: Atypically developing	2012-2020	Children; Adolescents	Gross motor (locomotor)  Developmental: Gross motor (non-locomotor)  Developmental: Gross motor (object control skills)	Active video games for motor skills
Liao Liao	2022 2008	Include: experimental or quasi- experimental  Include: All quantitative designs  Include: Randomised controlled trials	None specified  None specified  None specified	2014- 2021 1990- 2003	All  School-age Children (Primary, Elementary)  Children; Adolescents (4.0-14.7)	Computational thinking  • Learning: General	<ul> <li>Computer use:         Programming exercises     </li> <li>Intervention:         Education (via computer)     </li> <li>Intervention:         Screentime reduction     </li> </ul>
Liu	2019	Include: All quantitative designs	None specified	2007-2014	All (13.3-16.6)	<ul> <li>Psychological health: Anxiety</li> <li>Psychological health:</li> </ul>	<ul> <li>Social Media: Instant messaging</li> <li>Video games: General</li> </ul>
Liu		Include: studies with control group  Include: Cross-sectional only	None specified  Include: Healthy only	NA 2014- 2018	All	<ul><li>Creativity</li><li>Psychological health:</li></ul>	<ul> <li>Screen use: General</li> <li>Screen use: General (mobile phone addiction)</li> </ul>
							<ul> <li>Intervention:     Education     (general)</li> <li>Screen use:     General</li> <li>Screen use:     General     (coviewing)</li> <li>TV programs</li> </ul>
Madigan	2020	Include: Observational Exclude: Qualitative	Exclude: Asd or intellectual disability	1973- 2019	Children (0.5-10.6)		and movies: Coviewing  TV programs and movies: Educational  TV programs and movies: General  TV programs and movies: General in background)
Major	2021	Include: Randomised controlled trials	None specified	2007- 2020	Children; Adolescents	<ul> <li>Learning: General</li> <li>Cognition: Cognitive Functioning</li> <li>Cognition:</li> </ul>	<ul> <li>Intervention:         Literacy         (Abracadabra; in schools)</li> </ul>
Mallawaarachchi	2022	Include: Cross-sectional or longitudinal	Include: Non-clinical	2014- 2020	Early childhood; Preschool (1.4-5.4)	<ul> <li>Executive functioning</li> <li>Developmental: General</li> <li>Developmental: Language or speech</li> <li>Psychological health: Psychosocial factors</li> <li>Psychological</li> </ul>	<ul> <li>Screen use:         General (mobile phone or tablet)</li> </ul>
Mares	2005	None	None specified	1969- 1989	Children	health: Self- regulation  Sleep: General  Aggression: Towards peers Cognition: Reducing stereotypes Prosocial	<ul> <li>TV programs and movies:</li> </ul>
						Behavior: Altruism  Social interactions: General  Cognition: Moral reasoning and perception of out-groups Learning:	General
Mares Marker		None  None specified	None specified  None specified	1973- 2010 2001- 15	Children  All (6.0-12.2)	<ul> <li>General</li> <li>Learning: <ul> <li>Literacy and</li> <li>numeracy</li> </ul> </li> <li>Learning: <ul> <li>Physical and</li> <li>social</li> <li>environment</li> </ul> </li> </ul>	<ul> <li>Intervention: Sesame Street</li> <li>Video games: General</li> </ul>
Marker  Marshall  Martins	2004	None  None  Include: All quantitative designs	None specified  None specified  None specified			<ul> <li>Body composition</li> <li>Physical activity: General</li> </ul>	_
Martins Mazeas	2022	Include: Cross-over or parallel randomized controlled trials  Include: Randomised controlled trials	None specified  Exclude: Contraindictions to physical activity Intellectual and cognative impairments	2006- 2017 2015- 2019	Children; Adolescents  All (10.3-17.8)	Diet: Food intake (calories)	<ul> <li>TV programs and movies:         Mealtime</li> <li>Intervention: To promote physical activity (via gamification)</li> </ul>
McArthur McArthur	2012	Include: Randomised controlled trials and quasi-RCTs.  Include: Randomised controlled trials and quasi-RCTs.	Include: Poor readers Include: Poor readers	1994- 2009 1994- 2015	All (6.7-16.2)  Children; Adolescents	<ul> <li>Literacy: Phonics</li> <li>Literacy: General</li> <li>Sleep: Duration</li> </ul>	<ul> <li>Intervention:         Literacy         (phonics; via         computer)</li> <li>Intervention:         Literacy</li> <li>Screen use:</li> </ul>
Mei Merchant	2018	Include: cross-sectional, case-control, and cohort studies  Include: Experimental with control group	None specified  None specified	2004- 2018	Adolescents (13.5-16.8) School-age Children	<ul><li>Sleep: Problems</li><li>Sleep: Time to fall asleep</li></ul>	General (excessive)  Screen use: Virtual reality simulations (Educational) Screen use: Virtual reality worlds
Neitzel	2022	Include: random assignment or quasi- experimental	Include: Poor readers	2004- 2020	School-age Children (Primary, Elementary)	<ul><li>Literacy: 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:         Cognitive         Functioning</li> <li>Cognition:         Executive         functioning</li> <li>Cognition:         Verbal skills</li> <li>Cognition:         Visuospatial         skills</li> <li>Numeracy:</li> </ul>	<ul><li>Intervention: Cognitive training</li></ul>
Paik	1994	None	None specified	NA	Children; Adolescents	<ul> <li>Numeracy: General</li> <li>Psychological health: Adjustment</li> <li>Antisocial Behaviour: General</li> </ul>	<ul> <li>TV programs and movies: Violent content</li> </ul>
Pearce		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 activity: Energy	<ul> <li>TV programs and movies: Scary content</li> <li>Video games: Physically active</li> </ul>
Powers	2013	Include: Experimental or quasi- experimental designs	None specified	1985- 2012 2008-	AII	activity: Energy expenditure Physical activity: Heart rate  Cognition: Information processing  Aggression:	<ul><li>Video games: General</li><li>Video games:</li></ul>
Prescott		Include: Longitudinal  None specified	None specified  Exclude: Neurological disorder	2008- 2017 2016- 2020	All (8.9-16.0)  Children; Adolescents	<ul> <li>Psychological health: Emotion experience</li> </ul>	<ul> <li>Violent content</li> <li>Intervention: To improve emotional regulation</li> <li>Intervention: To improve emotional regulation (via</li> </ul>
Rodriguez- Rocha Sadeghirad	2019	Include: Experimental; Quasi- experimental  Include: Randomised controlled trials	None specified  None specified	1999- 2018 1978- 2014	All (4.5-15.4)  Children; Adolescents (3.8-11.0)	<ul> <li>Diet: Fruit and vegetable intake</li> <li>Diet: Food intake (calories)</li> <li>Diet: Food intake (grams)</li> </ul>	regulation (via digital games)  Intervention: Fruit and vegetable  Advertising: Unhealthy food
Scherer	2020	Include: Experimental or quasi- experimental designs  Include: Experimental; Quasi- experimental	Exclude: Clinical or special needs populations  None specified	2014 1973- 2017 2001- 2009	(3.8-11.0)  All (6.5-16.8)	<ul> <li>Diet: Unhealthy food choice</li> <li>Learning: Programming skills</li> </ul>	<ul> <li>Intervention:         Education         (programming)</li> <li>Intervention:         With digital         characters</li> </ul>
Scionti	2019	Include: Interventions	None specified	2009-2019	Children (4.3-6.1)	<ul> <li>Cognition:         <ul> <li>Executive functioning</li> </ul> </li> <li>Body</li> </ul>	<ul> <li>Intervention:         Cognitive         training</li> <li>Intervention: To         promote health         (via mobile         phone app)         Intervention: To</li> </ul>
			Include: No health conditions	2013-	Childe	drinks	<ul> <li>Intervention: To promote health</li> </ul>
Shin		Include: Interventions  Include: Quantitative designs	Include: No health conditions except obesity  None specified	2013- 2018 2003- 2021	Children; Adolescents (12.0-15.7)  Adolescents (10.4-18.0)	<ul> <li>Diet: Sugary drinks</li> <li>Physical activity: General</li> <li>Screen time: General</li> </ul>	promote health (via mobile phone) Intervention: To promote health (via text message)  Internet use: General
	2022	Include: Quantitative designs  Include: Randomised controlled trials; Quasi-experimental; Observational  Include: experimental and quasi-experimental designs	except obesity	2003- 2021 2000- 2011 1994- 2019	Adolescents (10.4-18.0)  School-age Children (Primary, Elementary)  Early childhood; Preschool; School-age Children (Early Primary, Elementary) (0.8-6.5)	<ul> <li>Diet: Sugary drinks</li> <li>Physical activity: General</li> <li>Screen time: General</li> <li>Psychological health: Depression</li> <li>Science: General</li> <li>Learning: General</li> </ul>	(via mobile phone) Intervention: To promote health (via text message)  Internet use: General  Intervention: Science (in schools)  Screen use: Video (vs faceto-face)
Shin	2022	Include: Quantitative designs  Include: Randomised controlled trials; Quasi-experimental; Observational  Include: experimental and quasi-experimental designs  Include: Experimental; Quasi-experimental	None specified  None specified	2003- 2021 2000- 2011 1994- 2019	Adolescents (10.4-18.0)  School-age Children (Primary, Elementary)  Early childhood; Preschool; School-age Children (Early Primary, Elementary) (0.8-6.5)  All	<ul> <li>Diet: Sugary drinks</li> <li>Physical activity: General</li> <li>Screen time: General</li> <li>Psychological health: Depression</li> <li>Science: General</li> <li>Learning: General</li> <li>Learning: General</li> <li>Cognition: Executive Functioning (accuracy)</li> <li>Cognition: Executive Functioning (accuracy)</li> <li>Cognition: Executive Functioning (cognitive)</li> </ul>	(via mobile phone) Intervention: To promote health (via text message)  Internet use: General  Intervention: Science (in schools)  Screen use: Video (vs faceto-face)  e-Books: Narration
Shin Slavin Strouse	2022	Include: Quantitative designs  Include: Randomised controlled trials; Quasi-experimental; Observational  Include: experimental and quasi-experimental designs  Include: Experimental; Quasi-	None specified  None specified  Include: No developmental delay	2003- 2021 2000- 2011 1994- 2019	Adolescents (10.4-18.0)  School-age Children (Primary, Elementary)  Early childhood; Preschool; School-age Children (Early Primary, Elementary) (0.8-6.5)  All	<ul> <li>Diet: Sugary drinks</li> <li>Physical activity: General</li> <li>Screen time: General</li> <li>Psychological health: Depression</li> <li>Science: General</li> <li>Learning: General</li> <li>Learning: General</li> <li>Cognition: Executive Functioning (accuracy)</li> <li>Cognition: Executive Functioning (accuracy)</li> <li>Cognition: Executive Functioning (cognitive)</li> </ul>	(via mobile phone) Intervention: To promote health (via text message)  Internet use: General  Intervention: Science (in schools)  Screen use: Video (vs faceto-face)  e-Books:
Shin Slavin Strouse Takacs	2022 2014 2014 2019	Include: Quantitative designs  Include: Randomised controlled trials; Quasi-experimental; Observational  Include: experimental and quasi-experimental designs  Include: Experimental; Quasi-experimental  Include: Randomised controlled trials	None specified  None specified  Include: No developmental delay  None specified	2003- 2021 2000- 2011 1994- 2019 1980- 2014	Adolescents (10.4-18.0)  School-age Children (Primary, Elementary)  Early childhood; Preschool; School-age Children (Early Primary, Elementary) (0.8-6.5)  All	<ul> <li>Diet: Sugary drinks</li> <li>Physical activity: General</li> <li>Screen time: General</li> <li>Psychological health: Depression</li> <li>Science: General</li> <li>Learning: General</li> <li>Learning: General</li> <li>Cognition: Executive Functioning (accuracy)</li> <li>Cognition: Executive Functioning (cognitive flexibility)</li> <li>Cognition: Executive Functioning (inhibition)</li> <li>Cognition: Executive Functioning (inhibition)</li> <li>Cognition: Executive Functioning (working memory)</li> <li>Learning: General</li> </ul>	(via mobile phone) Intervention: To promote health (via text message)  Internet use: General  Intervention: Science (in schools)  Screen use: Video (vs faceto-face)  e-Books: Narration  Intervention: Education (via
Shin Slavin Strouse Takacs Takacs	2014 2014 2019 2019	Include: Quantitative designs  Include: Randomised controlled trials; Quasi-experimental; Observational  Include: experimental and quasi-experimental designs  Include: Experimental; Quasi-experimental  Include: Randomised controlled trials and quasi-RCTs.	None specified  None specified  Include: No developmental delay  None specified  None specified	2003- 2021 2000- 2011 1994- 2019 1980- 2014 2016 2016	Adolescents (10.4-18.0)  School-age Children (Primary, Elementary)  Early childhood; Preschool; School-age Children (Early Primary, Elementary) (0.8-6.5)  All  Children  School-age Children (Middle/High School)	<ul> <li>Diet: Sugary drinks</li> <li>Physical activity: General</li> <li>Screen time: General</li> <li>Psychological health: Depression</li> <li>Science: General</li> <li>Learning: General</li> <li>Learning: General</li> <li>Cognition: Executive Functioning (accuracy)</li> <li>Cognition: Executive Functioning (inhibition)</li> <li>Cognition: Executive Functioning (inhibition)</li> <li>Cognition: Executive Functioning (inhibition)</li> <li>Cognition: Executive Functioning (working memory)</li> <li>Learning: General</li> <li>Numeracy: Mathematics</li> <li>Risky behavior: Risky behavior: Risky tehavior: R</li></ul>	(via mobile phone) Intervention: To promote health (via text message)  Internet use: General  Intervention: Science (in schools)  Screen use: Video (vs faceto-face)  e-Books: Narration  Intervention: Education (via computer)  Video games:  Video games:
Shin Slavin Strouse Takacs Takacs Vahedi	2014 2014 2019 2016 2018	Include: Quantitative designs  Include: Randomised controlled trials; Quasi-experimental; Observational  Include: experimental and quasi-experimental designs  Include: Experimental; Quasi-experimental  Include: Randomised controlled trials and quasi-experimental  Include: designs with a control group  Include: designs with a control group  Include: Interventions (pre-post or controlled). Exclude: Cross-sectional	None specified  None specified  Include: No developmental delay  None specified  None specified  None specified  None specified  None specified	2003- 2021 2000- 2011 1994- 2019 2014 2016 2016	Adolescents (10.4-18.0)  School-age Children (Primary, Elementary)  Early childhood; Pre- school; School-age Children (Early Primary, Elementary) (0.8-6.5)  All  Children  School-age Children (Middle/High School)	<ul> <li>Diet: Sugary drinks</li> <li>Physical activity: General</li> <li>Screen time: General</li> <li>Psychological health: Depression</li> <li>Science: General</li> <li>Learning: General</li> <li>Learning: General</li> <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> <li>Learning: General</li> <li>Numeracy: Mathematics</li> <li>Risky behavior: Media literacy</li> <li>Risky behavior: Risk taking (attitude)</li> <li>Body composition</li> <li>Risky behavior: Risk taking (general)</li> <li>Risky behavior: Risk taking (general)</li> <li>Risky behavior: Risk taking (general)</li> </ul>	(via mobile phone) Intervention: To promote health (via text message)  Internet use: General  Intervention: Science (in schools)  Screen use: Video (vs faceto-face)  e-Books: Narration  Intervention: Education (via computer)  Intervention: Augmented reality (in schools)  Video games: Educational  Intervention: Media literacy (web-based)  Computer use: General TV programs and movies:
Shin Slavin Strouse Takacs Takacs Vahedi van Ekris	2014 2014 2019 2016 2018 2016	Include: Quantitative designs  Include: Randomised controlled trials; Quasi-experimental; Observational  Include: experimental and quasi-experimental designs  Include: Experimental; Quasi-experimental  Include: Randomised controlled trials and quasi-RCTs.  None  Include: desgins with a control group  Include: Interventions (pre-post or controlled). Exclude: Cross-sectional  Include: Prospective design  Exclude: Qualitative; Case studies  None  Include: experimental designs	except obesity  None specified  None specified  Include: No developmental delay  None specified  None specified  None specified  None specified  None specified	2003- 2000- 2011 1994- 2019 2001- 2016 2015- 2016 2015- 2015 2015- 2015	Adolescents (10.4-18.0)  School-age Children (Primary, Elementary)  Early childhood; Preschool; School-age Children (Early Primary, Elementary) (0.8-6.5)  All  Children  School-age Children (Middle/High School)  School-age Children (2.0-16.3)	<ul> <li>Diet: Sugary drinks</li> <li>Physical activity: General</li> <li>Screen time: General</li> <li>Psychological health: Depression</li> <li>Science: General</li> <li>Learning: General</li> <li>Learning: General</li> <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> <li>Learning: General</li> <li>Numeracy: Mathematics</li> <li>Risky behavior: Risky behavior: Risky behavior: Risk taking (attitude)</li> <li>Body composition</li> <li>Risky behavior: Risky behavior: Risky behavior: Risky behavior: Substance abuse</li> <li>Learning: General</li> <li>Learning: General</li> <li>Learning: General</li> <li>Learning: General</li> </ul>	(via mobile phone) Intervention: To promote health (via text message)  Internet use: General  Intervention: Science (in schools)  Screen use: Video (vs faceto-face)  e-Books: Narration  Intervention: Education (via computer)  Intervention: Media literacy (web-based)  Computer use: General Tv programs and mories: General  Social Media:
Shin Slavin Strouse Takacs Takacs Takacs Vahedi Van Ekris Vannucci Williams	2014 2014 2019 2016 2018 2016	Include: Quantitative designs  Include: Randomised controlled trials; Quasi-experimental; Observational  Include: experimental and quasi-experimental designs  Include: Experimental; Quasi-experimental  Include: Randomised controlled trials and quasi-RCTs.  None  Include: Interventions (pre-post or controlled). Exclude: Cross-sectional  Include: Prospective design  Exclude: Qualitative; Case studies  None  Include: experimental designs  Include: Experimental with control group  Include: Experimental with control group  Include: experimental with control group	except obesity  None specified  None specified  Include: No developmental delay  None specified	2003- 2000- 2011- 2009- 2019- 2014- 2016- 2016- 2015- 2016- 2015- 2015- 2016- 2015- 2016- 2018- 2010- 2018- 2010- 2018- 2010- 2018- 2010- 2010- 2018-	Adolescents (10.4-18.0)  School-age Children (Primary, Elementary) Early childhood; Preschool; School-age Children (Early Primary, Elementary) (0.8-6.5)  All  Children  School-age Children (Middle/High School)  School-age Children (2.0-16.3)  Adolescents (12.6-18.0)  School-age Children (2.0-16.3)  All  All  Children (1.8-5.9)  Early childhood; Preschool	<ul> <li>Diet: Sugary drinks</li> <li>Physical activity: General</li> <li>Screen time: General</li> <li>Psychological health: Depression</li> <li>Science: General</li> <li>Learning: General</li> <li>Learning: General</li> <li>Cognition: Executive Functioning (accuracy)</li> <li>Cognition: Executive Functioning (inhibition)</li> <li>Cognition: Executive Functioning (inhibition)</li> <li>Cognition: Executive Functioning (working memory)</li> <li>Learning: General</li> <li>Numeracy: Mathematics</li> <li>Risky behavior: Risk taking (general)</li> <li>Risky behavior: Risk taking (attitude)</li> <li>Body composition</li> <li>Learning: General</li> </ul>	(via mobile phone) Intervention: To promote health (via text message)  Internet use: General  Intervention: Science (in schools)  Screen use: Video (vs faceto-face)  e-Books: Narration  Intervention: Education (via computer)  Intervention: Media literacy (web-based)  Computer use: General  TV programs and movies: General  Video games: Educational  Video games: Educational
Shin  Slavin  Strouse  Takacs  Takacs  Tekedere  Tokac  Vahedi  Van Ekris  Wouters  Wouters	2014 2014 2019 2018 2018 2018	Include: Quantitative designs  Include: Randomised controlled trials; Quasi-experimental: Observational  Include: experimental and quasi-experimental designs  Include: Experimental; Quasi-experimental  Include: Randomised controlled trials and quasi-RCTs.  None  Include: desgins with a control group  Include: Interventions (pre-post or controlled). Exclude: Cross-sectional  Include: Prospective design  Exclude: Qualitative; Case studies  None  Include: experimental designs  Include: Experimental with control group  Include: Experimental; Quasi-experimental; Pre-test post-test	except obesity  None specified	2003- 2000- 2011- 2019- 2014- 2016- 2016- 2016- 2015- 2016- 2015- 2015- 2015- 2015- 2015- 2015- 2015- 2015- 2018-	Adolescents (10.4-18.0)  School-age Children (Primary, Elementary) Early childhood; Preschool; School-age Children (Early Primary, Elementary) (0.8-6.5)  All  Children  School-age Children (Middle/High School)  School-age Children (2.0-16.3)  Adolescents (12.6-18.0)  All  All  All  Children (Children (1.8-5.9)  Early childhood; Pre-	<ul> <li>Diet: Sugary drinks</li> <li>Physical activity: General</li> <li>Screen time: General</li> <li>Psychological health: Depression</li> <li>Science: General</li> <li>Learning: General</li> <li>Learning: General</li> <li>Cognition: Executive Functioning (accuracy)</li> <li>Cognition: Executive Functioning (rognitive flexibility)</li> <li>Cognition: Executive Functioning (inhibition)</li> <li>Cognition: Executive Functioning (working memory)</li> <li>Learning: General</li> <li>Numeracy: Mathematics</li> <li>Risky behavior: Risk taking (attitude)</li> <li>Body composition</li> <li>Risky behavior: Risk taking (attitude)</li> <li>Body composition</li> <li>Learning: General</li> <li>Learning: General</li> <li>Learning: General</li> <li>Learning: General</li> <li>Learning: General</li> <li>Learning: General</li> <li>Healthy behavior: Risk taking (attitude)</li> <li>Healthy behavior: Risk taking (attitude)</li> <li>Healthy behavior: General</li> <li>Learning: General</li> <li>Healthy behavior: Healthy behavior: General</li> <li>Healthy behavior: General</li> </ul>	(via mobile phone) Intervention: To promote health (via text message)  Internet use: General  Intervention: Science (in schools)  Screen use: Video (vs faceto-face)  e-Books: Narration  Intervention: Education (via computer)  Intervention: Media literacy (web-based)  Computer use: General TV programs and movies: General TV programs and movies: General  Video games: Educational  Intervention: Media literacy (web-based)  Intervention: Media literacy (web-based)  Intervention: General
Shin Slavin Strouse Takacs Takacs  Takacs  Vahedi  Vannucci  Williams  Wouters  Wouters  Xie  Xie	2014 2014 2019 2016 2018 2018 2018	Include: Quantitative designs  Include: Randomised controlled trials; Quasi-experimental and quasi-experimental designs  Include: Experimental; Quasi-experimental  Include: Randomised controlled trials and quasi-RCTs.  None  Include: Interventions (pre-post or controlled). Exclude: Cross-sectional  Include: Prospective design  Exclude: Qualitative; Case studies  None  Include: experimental designs  Include: Experimental with control group  Include: Experimental with control group  Include: experimental with control group	except obesity  None specified  None specified  Include: No developmental delay  None specified  Exclude: Disabilities  None specified  Exclude: Health conditions	2003- 2000- 2011- 2000- 2011- 2016-  2016-  2015- 2016-  2015- 2016-  2015- 2016-  201	Adolescents (10.4-18.0)  School-age Children (Primary, Elementary)  Early childhood; Preschool; School-age Children (Early Primary, Elementary) (0.8-6.5)  All  Children  School-age Children (Middle/High School)  School-age Children (2.0-16.3)  Adolescents (12.6-18.0)  All  All  Children (1.8-5.9)  Early childhood; Preschool (1.8-5.8)  All	<ul> <li>Diet: Sugary drinks</li> <li>Physical activity: General</li> <li>Screen time: General</li> <li>Psychological health: Depression</li> <li>Science: General</li> <li>Learning: General</li> <li>Learning: General</li> <li>Cognition: Executive Functioning (accuracy)</li> <li>Cognition: Executive Functioning (cognitive flexibility)</li> <li>Cognition: Executive Functioning (working memory)</li> <li>Learning: General</li> <li>Numeracy: Mathematics</li> <li>Risky behavior: Risk taking (attitude)</li> <li>Body composition</li> <li>Risky behavior: Risk taking (attitude)</li> <li>Body composition</li> <li>Learning: General</li> <li>Liearning: General</li> <li>Liear</li></ul>	(via mobile phone) Intervention: To promote health (via text message)  Internet use: General  Intervention: Science (in schools)  Screen use: Video (vs faceto-face)  e-Books: Narration  Intervention: Education (via computer)  Intervention: Media literacy (web-based)  Computer use: General  TV programs and movies: General  Video games: Educational  Social Media: General  Video games: Educational  Video games: Educational  Intervention: Media literacy (web-based)  Social Media: General  Video games: Educational  Intervention: Educational (with instructional support)  Intervention: Education (via touch screen)  Screen use: Touchscreens