

MYGENDER MEDIATED YOUNG ADULTS' PRACTICES: ADVANCING GENDER JUSTICE IN AND ACROSS MOBILE APPS









#### SCREEN TIME

BOOKLET FOR TEACHERS OF PRIMARY AND SECONDARY EDUCATION

#### MYGENDER

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# SCREEN TIME AND ITS IMPORTANCE

The ubiquity of the digital in our individual, intimate, social, work and cultural lives has generated reflections about the existence of limits to the digital in our lives. One of these questions concerns the time we spend looking at screens or monitors. Are we all aware of how much time we spend looking at a screen each day?

The pandemic of COVID-19 changed the paradigm of social interactions, with different lockdowns over the years, which not only led to social withdrawal in adults but also in children. Therefore, one can speak of a general increase in screen time among adolescents and children during the lockdowns (Nagata et al., 2020), whether by transposition from school as from social convivialities to the digital, or even from mere leisure time occupation clustered on screens and monitors.

The changes brought by the pandemic, have increased the occurrence of English phenomena that describe many of the symptoms associated with disproportionate mobile phone usage. Terms such as nomophobia, from No-Mobile-Phobia, or the fear of being without the mobile phone; FOMO, or 'Fear Of Missing Out', the fear of missing out on something; or ringxiety, the anxiety that leads one to imagine listening to imagined ringtones from their mobile phone several times a day.

According to the data obtained from the survey, carried out within the scope of the MyGender project, on a representative sample of 1500 Portuguese young adults, the most frequently consumed media in Portugal are the mobile phone, the laptop computer and the box television, in other words, media that presuppose screens. In turn, the least frequently consumed means of communication, according to these answers, is the newspaper - 62.9% rarely or never read newspapers and only 9.3% do so daily - which demonstrates the tendency for the growing ubiquity of screens and monitors.



## What are the main risks?

#### Sleep alterations

More screen time is linked to shorter sleep durations, as is lower sleep efficiency, just as using any screen with blue light before bedtime generates disruptive signals to the natural production of melatonin, the sleep hormone;

## Effects on physical health

Sedentary habits are linked to longer screen time, such that obesity is a common result of spending large amounts of time in front of screens, in fact, several studies point to the idea that limiting screen time for teenagers reduces the likelihood of obesity in such people);

### Mental health effects

The social isolation that results in and is a result of high screen time can be linked to feelings of loneliness and consequent depressive states, as may increase the risk of addictive behaviours (Gower & Moreno, 2018) in varied ways.

# What strategies to share for reducing these risks and the high levels of screen time?

To seek to impose some limits on digital ubiquity, some people use self-tracking and self-quantifying tools and apps, which monitor and record the number of hours and minutes a person spends on screens such as their mobile phone, alerting them, for example, regarding the threshold number about to be exceeded. Turning off notifications, blocking apps, or viewing usage reports that certain apps allow.

Creating technology-free moments, either removing screens from bed and bedtime, like arranging affairs with friends and family, warning them of your digital detox decision.

Replacing some digital mechanisms with analogue ones, like alarm clocks.

#### References

Nagata, J. M., Abdel Magid, H. S., & Pettee Gabriel, K. (2020). Screen Time for Children and Adolescents During the Coronavirus Disease 2019 Pandemic. Obesity (Silver Spring, Md.), 28(9), 1582–1583. https://doi.org/10.1002/oby.22917

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