

Health and physical education

with Dr Roseane de Fátima Guimarães

Talking points

Knowledge

1. What is problematic smartphone use (PSU)?
2. What advice does Roseane give young people to regulate their smartphone use?

Comprehension

3. Why are teenagers especially vulnerable to PSU?
4. What is the role of the biostatistician in the team's work?

Application

5. Think of how you could study the relationship between PSU and sleep problems to understand which causes which (cracking the chicken-and-egg question). What variables and measurements would the study involve?
6. "Wearable devices and AI tools allow us to collect and analyse data in ways and scales that were never before possible," says Roseane. What 'ways and scales' do you think she is referring to?

Analysis

7. Imagine that a journalist uses the SMARTKids Québec data to write an article that concludes that smartphones are causing poorer academic performance in students. To what extent would this conclusion be valid, and why?
8. Roseane and her team aim to assess the influence of AI chatbots on teenagers' health and well-being. What types of findings do you think they may discover? What differences and similarities with their results on PSU do you anticipate?

Evaluation

9. When televisions first became widespread, many people were concerned that children and adolescents would have poorer academic performance, fewer social skills and worse physical health as a result of too much TV screen time. In your experience, to what extent do you think these concerns have proven valid? In what ways are concerns about television viewing similar to concerns regarding PSU? How are they different?

Activity

Imagine there is a debate in your region about banning smartphones in schools. (Depending on where you live, this may not be imaginary!)

Divide your class/group into two teams:

- One team will be pro-ban
- One team will be anti-ban

In your teams, prepare a convincing argument that supports your stance. Consider all the following:

- What evidence in the article supports your stance?
- If there is evidence in the article that supports the opposite stance, is there a way to cast doubt on it?
- What further evidence can you find online to support your stance?
- What anecdotal evidence can you draw from your own experience to support your stance?
- What are the likely talking points of the opposing team, and how can you anticipate and counteract them?

Nominate one to three people from your group to represent this stance in debate. Run the debate, presenting your argument and responding to the opposing team's argument. Remember to be respectful and courteous, ensuring that both teams have time to speak and present their perspectives.

After the debate, think about your own opinion, regardless of which team you were in. How would your life be impacted by a ban of smartphones in schools in your area? If such a ban has already happened, what have its effects been? What might be the long-term impacts of such bans?

More resources

- Here is a podcast (in French) from Prof Teg, where Roseane talks about her career and research programme: [youtube.com/watch?v=5e2OTkzmjpk](https://www.youtube.com/watch?v=5e2OTkzmjpk)
- The Université du Québec à Trois-Rivières, where Roseane works, offers a range of public outreach initiatives, including:
 - Expérimentarium UQTR: Workshops where student researchers present their work to young audiences in short, interactive sessions: neo.uqtr.ca/mot-cle/experimentarium
 - Campus tours: School groups can visit the campus, meet professors, and learn more about academic programs and ongoing research: www.uqtr.ca/visiteruqtr