

# Le temps d'écran

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## Pourquoi se soucier du temps d'écran ? Présente-t-il un danger ?

De nombreuses données scientifiques indiquent que plus d'une heure d'écran par jour peut être lié à des problèmes d'obésité et de forme physique<sup>1-6</sup>, de mauvaises habitudes alimentaires<sup>7,8</sup>, et à des problèmes de sommeil<sup>9-12</sup> (dû à une heure de coucher plus tardive et/ou trop de stimulation<sup>13</sup> ou encore un rythme circadien perturbé par la lumière de l'écran<sup>14-16</sup>). Pour les personnes exposées plus de 4 heures par jour, le temps d'écran a été associé à des problèmes de santé mentale<sup>8,17-19</sup>, et à des problèmes de comportements<sup>20</sup>, même s'il n'est pas toujours clair si l'utilisation excessive d'écrans serait la cause ou la conséquence des problèmes de santé mentionnés précédemment. En plus de tout ça, de plus en plus de travaux soulignent que l'exposition aux écrans a un impact négatif sur la santé oculaire<sup>21-27</sup>.

## Recommandations officielles et situation actuelle

Pour ces raisons, depuis 2013, l'Académie américaine de pédiatrie, et d'autres institutions comme la Mildeca en France, recommandaient d'éviter au maximum l'exposition aux écrans avant 2 ans, de ne pas dépasser 1 heure par jour avant 5 ans et de veiller à ce que le temps d'écran ne dépasse pas deux heures par jour par la suite<sup>28,29</sup>.

Toutefois, plusieurs études estiment que plus des deux-tiers des enfants ne respectent pas la limite des deux heures par jours<sup>30,31</sup>, avec une exposition comprise entre deux et huit heures par jours chez les adolescents<sup>32-34</sup>. Par exemple, selon l'Autorité de régulation des communications (ARCEP), 93% des 12-17 ans étaient équipés d'un téléphone portable en France en 2016<sup>29</sup>. Les écrans jouent donc aujourd'hui un rôle central dans la vie des enfants allant du divertissement, au travail scolaire, en passant par les médias sociaux, et cela commence aujourd'hui dès la naissance<sup>35,36</sup>.

Constatant les changements rapides des appareils concernés (téléphone, tablette, portable...) et des pratiques (visionnage, jeux vidéo, discussion en ligne, travail scolaire...), de nombreux scientifiques nuancent aujourd'hui l'idée que les écrans seraient intrinsèquement mauvais pour les enfants. Le concept même de "temps d'écran" serait trop simpliste et n'aurait plus beaucoup de sens<sup>8,37-39</sup>. Il entraîne aussi beaucoup de confusion, voire de culpabilité, par exemple parmi les parents et les enseignants qui souhaitent utiliser les nouvelles technologies<sup>39</sup>.

Ainsi, depuis 2016, plusieurs institutions dont l'Académie américaine de pédiatrie commencent à nuancer leurs recommandations notamment par rapport aux discussions en ligne ou les programmes éducatifs<sup>40,41</sup>. Des questions plus pertinentes pour les parents et éducateurs seraient donc de se demander si le temps alloué aux écrans se fait vraiment au détriment d'activités académiques, sportives ou sociales ? Ou encore, si les enfants discutent et échangent autour de ce qu'ils voient sur ces écrans<sup>42</sup> ?

Du point de vue académique, les études s'intéressent de plus en plus aujourd'hui aux effets du type d'utilisation et du type de contenu. Il convient par exemple de distinguer les écrans passifs (e.g. TV) des écrans interactifs (e.g. Jeux vidéo), ainsi que les contenus divertissant des contenus éducatifs. C'est ce que je vais détailler dans les articles suivants :

Les écrans passifs (à venir)

Les écrans interactifs (à venir)

En attendant, un site francophone de référence est <https://lebonusagedesecrans.fr>

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