

Web Appendix

Motivating Media Literacy in Wartime Ukraine

This Web Appendix reports (A) a copy of the email sent to teachers and a robustness check for the Study 1 field experiment that does not rely on an estimated reach denominator, and (B) the full set of exploratory individual-difference analyses for the two online experiments (studies 3a and 3b) that are summarized in the main text.

Table of Contents

Web Appendix A – Teacher Email Text and Robustness of Study 1 Results to an Alternative Reach Denominator

Web Appendix B – Exploratory Individual-Difference Measures (Studies 3a and 3b)

Web Appendix A: Study 1 Teacher Email Text (with Translation)

Шановні вчителі! Команда [company name redacted] звертається до вас із проханням про допомогу. Як ви знаєте, ми оновили наш курс із медіаграмотності VeryVerified 2.0, інтерактивний онлайн-курс, який допомагає орієнтуватися в інформаційному просторі, розпізнавати маніпуляції, мову ворожнечі, дезінформацію, пропаганду та розвивати критичне мислення. Ми прагнемо, щоб цей курс був доступний не лише для освітян, а й для батьків. Будь ласка, допоможіть нам поширити інформацію про курс серед батьків ваших учнів, надіславши їм постер, що додається до цього повідомлення.  Після того як ви поділитесь постером із батьками, будь ласка, повідомте нас про це, заповнивши цю коротку анкету. 100 учителів будуть випадково обрані для отримання книжкового сертифікату на 500 грн! Що потрібно зробити: 1. Надішліть прикріплений постер батькам ваших учнів у Viber, Telegram або на електронну пошту. 2. Додайте до постера текст повідомлення, наведеного нижче, без змін (просимо не редагувати його, щоб зберегти єдність комунікації). Після того як ви поділитесь постером із батьками, будь ласка, повідомте нас про це, заповнивши цю коротку анкету. 100 учителів будуть випадково обрані	Dear teachers! The [company name redacted] team is reaching out to ask for your help. As you know, we have updated our media literacy course, VeryVerified 2.0, an interactive online course that helps people navigate the information space, recognize manipulation, hate speech, disinformation, and propaganda, and develop critical thinking. We want this course to be available not only to educators, but also to parents. Please help us spread information about the course among the parents of your students by sending them the poster attached to this message.  After you share the poster with parents, please let us know by filling out this short questionnaire. 100 teachers will be randomly selected to receive a book voucher worth 500 UAH! What you need to do: 1. Send the attached poster to the parents of your students via Viber, Telegram, or email. 2. Add the message text below to the poster without changes. We ask that you do not edit it, so that the communication remains consistent. After you share the poster with parents, please let us know by filling out this short questionnaire. 100 teachers will be randomly selected to receive a book voucher worth 500 UAH!
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для отримання книжкового сертифікату на 500 грн! Текст повідомлення: <i>Шановні батьки!</i> <i>Хочу поділитися з вами інформацією про безкоштовний онлайн-курс з медіаграмотності, який може бути вам цікавим та корисним. Це зрозумілий інтерактивний курс з простими прикладами, відео та поясненнями.</i> <i>[Text from poster copied verbatim here along with a condition-specific link to the course website. Poster was attached as an image below, see manuscript for details]</i>	Message text: <i>Dear parents!</i> <i>I would like to share with you information about a free online media literacy course that may be interesting and useful to you. It is a clear, interactive course with simple examples, videos, and explanations.</i> <i>[Text from poster copied verbatim here along with a condition-specific link to the course website. Poster was attached as an image below, see manuscript for details]</i>
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Web Appendix A: Robustness of Study 1 Results to an Alternative Reach Denominator

The primary analyses of the two preregistered Study 1 outcomes (site visit rate and enrollment clickthrough rate) use an estimated potential reach as the denominator, calculated as the total number of teachers emailed (5,052) multiplied by the average number of parents teachers reported reaching in the survey ($M = 111.21$), for an estimated 561,832 parents. This estimate assumes that all emailed teachers reshared the promotional materials. Importantly, however, only 3.36% of teachers responded to the survey confirming that they had reshared. To verify that the conclusions do not depend on this assumption, we re-estimated both models using the number of teachers emailed per condition as the denominator, a specification that requires no assumptions about resharing or the number of parents reached.

As in the main text, we estimated binomial logistic regressions with dummy-coded condition variables (status quo as the reference category). As shown in Table A1, the pattern of results is substantively identical to that obtained under the primary specification: for every comparison, the sign, statistical significance, and approximate magnitude of each coefficient are unchanged across the two denominators.

Table A1. Study 1 Site Visit and Enrollment Results Under the Primary (Estimated Reach) and Alternative (Teachers Emailed) Denominators

Comparison	Primary denominator (<i>estimated reach</i>)	Alternative denominator (<i>teachers emailed</i>)
Site visit rate		
Compensatory control-based vs. status quo	$b = 0.166$ $SE = 0.126, p = .187$	$b = 0.179$ $SE = 0.131, p = .170$
Fact-based vs. status quo	$b = -0.330$ $SE = 0.143, p = .021$	$b = -0.351$ $SE = 0.147, p = .017$
Compensatory control-based vs. fact-based	$b = 0.496$ $SE = 0.138, p < .001$	$b = 0.530$ $SE = 0.143, p < .001$
Enrollment clickthrough rate		
Compensatory control-based vs. status quo	$b = 1.323$ $SE = 0.325, p < .001$	$b = 1.342$ $SE = 0.327, p < .001$
Fact-based vs. status quo	$b = 0.694$ $SE = 0.354, p = .050$	$b = 0.702$ $SE = 0.355, p = .048$
Compensatory control-based vs. fact-based	$b = 0.628$ $SE = 0.253, p = .013$	$b = 0.641$ $SE = 0.255, p = .012$

Note. Coefficients are log-odds from binomial logistic regressions with status quo as the reference category. The primary-denominator column reproduces the values reported in the main text (Table 2). The alternative-denominator specification uses the number of teachers emailed per condition (status quo = 1,685; fact-based = 1,683; compensatory control-based = 1,684).

Web Appendix B: Exploratory Individual-Difference Measures (Studies 3a and 3b)

Both online studies included a common set of exploratory, non-preregistered individual-difference measures: news awareness, internet use, digital confidence, trust in national news (adapted from Pew Research Center), education, gender, and age. Study 3a ($N = 1,898$) additionally measured cognitive reflection (Thomson & Oppenheimer, 2016) and study 3b ($N = 3,197$) additionally measured parental status. All continuous measures were mean-centered prior to analysis and gender was contrast coded ($-1/+1$). We report these analyses here for completeness; they were not used to draw confirmatory conclusions.

Study 3a

Study 3a included two preregistered outcomes which we analyzed with different models. Enrollment interest, measured on a 7-point scale, was modeled with a mixed-effects linear regression. Course website clickthrough, a binary indicator, was modeled with a mixed-effects logistic regression. Both models included a fixed effect of condition and a random intercept for stimulus version, as per the preregistration. To estimate the association between each individual-difference measure and the outcome of interest, we added that measure to the corresponding model as a main effect, one measure at a time without an interaction term. Enrollment interest was higher among participants reporting greater trust in national news, digital confidence, news awareness, and education. Course website clickthrough was higher among those with greater news awareness, education, digital confidence, and cognitive reflection (Table B1). Coefficients in Table B1 are accordingly on the 7-point scale for enrollment interest and in log-odds for clickthrough. In separate per-measure models, no measure significantly moderated the effect of condition on either outcome (all condition $\times$ measure interactions $p > .05$).

Table B1. Study 3a: Associations with Individual-Difference Measures

Measure	Enrollment interest	Course website clickthrough
Trust in national news	$b = 0.425$ $SE = 0.073, t = 5.79, p < .001$	$b = 0.032$ $SE = 0.155, z = 0.21, p = .836$
Digital confidence	$b = 0.313$ $SE = 0.080, t = 3.91, p < .001$	$b = 0.434$ $SE = 0.177, z = 2.45, p = .014$
News awareness	$b = 0.147$ $SE = 0.055, t = 2.69, p = .007$	$b = 0.435$ $SE = 0.115, z = 3.78, p < .001$
Education	$b = 0.183$ $SE = 0.027, t = 6.83, p < .001$	$b = 0.349$ $SE = 0.071, z = 4.91, p < .001$
Internet use	$b = -0.031$ $SE = 0.089, t = -0.35, p = .730$	$b = 0.096$ $SE = 0.192, z = 0.50, p = .617$
Cognitive reflection	$b = -0.051$ $SE = 0.041, t = -1.24, p = .214$	$b = 0.189$ $SE = 0.087, z = 2.18, p = .029$
Gender	$b = -0.051$ $SE = 0.045, t = -1.13, p = .260$	$b = 0.185$ $SE = 0.095, z = 1.95, p = .051$
Age	$b = -0.0001$ $SE = 0.0003, t = -0.45, p = .650$	$b = -0.001$ $SE = 0.001, z = -0.71, p = .476$

Note. For each measure, the column reports its coefficient from a separate mixed-effects regression of the outcome on condition and that measure (no interaction), with a random intercept for stimulus version (variance estimated at zero): linear for enrollment interest (7-point scale; test statistic t) and logistic for course website clickthrough (log-odds; test statistic z). Continuous measures were mean-centered and gender was contrast-coded (-1/+1). $N = 1,898$, except for models including news awareness ($N = 1,886$) or gender ($N = 1,895$), which had missing values. Age is measured in years, so its coefficients are correspondingly small.

Study 3b

Study 3b had a single preregistered primary outcome: a binary indicator equal to 1 for participants who expressed interest in viewing the course website and then indicated a willingness to enroll. As in the main text, we modeled it with a binomial logistic regression with contrast-coded condition. To estimate each measure's association with the outcome, we added it to the model as a main effect without an interaction term (Table B2, association column). Greater digital confidence, trust in national news, education, internet use, and parental status (having children) were each positively associated with the primary enrollment measure. To investigate moderation, we added the condition x measure interaction to the model (Table B2, interaction column); no measure significantly moderated the effect of condition.

Table B2. Study 3b: Associations and Condition Interactions for the Primary Enrollment Measure

Measure	Association	Interaction
Trust in national news	$b = 0.344$ $SE = 0.065, z = 5.32, p < .001$	$b = 0.048$ $SE = 0.065, z = 0.74, p = .462$
Digital confidence	$b = 0.232$ $SE = 0.066, z = 3.49, p < .001$	$b = 0.046$ $SE = 0.066, z = 0.70, p = .485$
Education	$b = 0.078$ $SE = 0.022, z = 3.49, p < .001$	$b = -0.033$ $SE = 0.022, z = -1.45, p = .148$
Internet use	$b = 0.181$ $SE = 0.076, z = 2.37, p = .018$	$b = -0.069$ $SE = 0.076, z = -0.91, p = .364$
News awareness	$b = 0.077$ $SE = 0.046, z = 1.66, p = .096$	$b = 0.067$ $SE = 0.046, z = 1.43, p = .152$
Parental status	$b = 0.208$ $SE = 0.038, z = 5.52, p < .001$	$b = -0.009$ $SE = 0.038, z = -0.24, p = .809$
Gender	$b = -0.055$ $SE = 0.037, z = -1.46, p = .144$	$b = -0.025$ $SE = 0.037, z = -0.67, p = .501$
Age	$b = -0.0001$ $SE = 0.0002, z = -0.39, p = .698$	$b = -0.0001$ $SE = 0.0002, z = -0.57, p = .568$

Note. For each measure, the association column reports the measure's main effect from a binomial logistic regression of the primary enrollment measure on condition (contrast-coded) and the measure; the interaction column reports the condition $\times$ measure interaction from a model that adds the interaction term. Coefficients are log-odds, matching the preregistered primary analysis. Continuous measures were mean-centered and gender was contrast-coded (-1/+1). Age is measured in years, so its coefficients are correspondingly small. N = 3,197 (except gender, N = 3,188, and parental status, N = 3,179, where participants declined to report).