

Supporting Information:

“The (Minimal) Persuasive Advantage of Political Video over Text”

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1 Experimental Design

1.1 Sample Demographics

Variable	Category	Study 1	Study 2
Gender	Male	38.7%	45.1%
	Female	61.3%	54.9%
Age	18-24	9.6%	33.4%
	25-34	12.8%	9.7%
	35-44	16.8%	12.4%
	45-54	10.9%	10.4%
	55-64	23.5%	13.1%
	65+	26.4%	20.9%
Race/Ethnicity	White	77.3%	59.3%
	Black	7.5%	14.9%
	Hispanic/Latino	7.4%	16.2%
	Other Race/Ethnicity	7.8%	9.5%
Education	High School or Less	22.0%	42.7%
	Some College	22.9%	16.4%
	College Degree	40.2%	31.1%
	Post-Graduate Degree	14.9%	9.8%
Household Income	<\$50K	49.0%	51.6%
	\$50-100K	31.1%	29.2%
	>\$100K	19.9%	19.1%
Party ID	Independent	15.1%	19.9%
	Democrat	47.1%	48.7%
	Republican	37.8%	31.5%
Ideology	Moderate	20.7%	28.7%
	Liberal	36.0%	34.9%
	Conservative	43.3%	36.4%

Table S1: Sample demographics for Study 1 ($n = 4266$) and Study 2 ($n = 3343$). Percents may not add up to 100 due to rounding. Respondents who either did not answer a given question or indicated “Prefer not to say” are excluded from the calculations for that question. For the partisanship and ideology measures, “leaners” are coded as partisans and ideologues, respectively.

1.2 Stimulus Selection

Study 1

The stimulus set for Study 1 consisted of 48 persuasive messages, all drawn from the [Peoria Project](#)'s database of politically persuasive messages. We identified relevant clips for the study using the following process:

- We first had two research assistants independently code the content of all videos on the Peoria Project website – including whether each video contained a **persuasive claim** that could be measured using a close-ended survey question.
 - In cases where both RAs agreed that a video did not contain a measurable persuasive claim, we removed that video from the study.
 - In cases where the two RAs disagreed about a video's persuasiveness, one of the researchers issued a final judgment.
- Next, we removed **duplicate videos** from the study. Several of the Peoria Project videos were nearly identical in their content, except that one was edited to be shorter than the other.
 - To keep the length of videos as consistent as possible, we retained whichever version of the video was closest to 30 seconds in length.
- Then, two members of the research team independently coded the remaining videos into **high-level categories**, such that videos pertaining to the same general issue (e.g., climate change, taxes, healthcare) were all grouped into the same category. This step was intended to minimize spillover across videos with similar topics.
 - After reconciling the two sets of coding decisions, we ended up with a final list of 15 high-level categories (see Table S2).
- Following this step, we removed two cases where the **same speaker** appeared across multiple categories, as several videos featured the same narrator discussing different issues or using different message frames.
 - In order to ensure that respondents were not shown videos that featured the same speaker, we excluded whichever video fell into the larger high-level category.
 - That is, if one video fell into a category with two other videos and the other fell into a category with five other videos, we kept the first clip and removed the second.
- Lastly, we did a final review of the **persuasive content** of the remaining clips. At this stage, we excluded six additional videos whose persuasive claims were too *vague* to devise meaningful survey items (e.g., a clip about the importance of diversity) or whose content was *out of date* at the time of the study (e.g., a clip arguing for the impeachment of former president Donald Trump).

Study 2

The stimulus set for Study 2 contained 24 short clips (<2 minutes in length) that had been widely viewed on YouTube during the peak of the pandemic in the United States. We obtained this list of videos through a multi-stage process:

- First, in July of 2020, an RA compiled a list of the **top 200 most-viewed clips** on YouTube containing the keywords “coronavirus” or “COVID-19,” following the procedure described in (1).
- Then, the RA watched each video in full to assess whether it met a series of **inclusion criteria**.
 - Specifically, we excluded any videos that were entirely in a *foreign language* (without subtitles), did not contain any *audio*, came from a dynamic *livestream*, were unrelated to the *COVID-19 pandemic*, were *duplicate posts* of other videos on our list, or did not contain footage of a *persuasive claim* being made.
- Next, we excluded videos that were **too long** – specifically, videos that did not contain any persuasive claims that were two minutes or less in length (as identified by two RAs).
- Then, two members of the research team independently read the descriptions of the remaining videos to assess whether their content was **out of date**, given the timing of the study.
 - We chose to exclude any clips where at least one coder indicated that the video might be obsolete.
- We then **trimmed down** the remaining videos to only include the persuasive claim(s) identified by our RAs.
 - In cases where more than one persuasive claim was present in a given clip, we opted to focus on only the first of these claims.
- As a final pre-processing step, we removed any videos where we could not reliably **measure persuasion** using close-ended survey items – for instance, because the persuasive claims referred to predictions about events that had already occurred (e.g., vaccine roll-out, superspreader events) – and any remaining videos whose persuasive claims referenced **out-of-date health guidance** (e.g., about face masks).

Final List of Videos

Tables S2 and S3 outline the videos used in Studies 1-2, respectively. Where possible, we used the same title and description as the original source. However, especially for Study 2, many of the descriptions were unable to be used verbatim because they were either too long or were irrelevant to the excerpted clip. In these cases, we either trimmed down the original description or wrote our own copy (designed to mimic the style of popular YouTube videos). For Study 1, all videos are available on the [Peoria Project](#) website, and for Study 2, all videos are available on [OSF](#). Transcripts for both studies are also available on [OSF](#).

Video ID	Category	Video Title	Video Description
1000	Taxes	Abigail Disney	Heiress Abigail Disney speaks out against the recent tax cuts that disproportionately benefit the wealthy.
1001	Anti-corporation	Angry Young Man	Young Trump voter voices frustration at politicians' broken promises and growing corporate power in our country.
1002	Minimum wage	Autobarn Minimum Wage	Small business owners with repair garage hire their first employee and believe raising the minimum wage is the right business decision.
1003	Taxes	Ben Cohen	Ben Cohen illustrates how the wealthy benefit from the recent GOP tax cut legislation.
1004	Minimum wage	Bob's Crab Shack	Small business owner in Maine supports paying his workers higher wages because of the benefits to the economy and their increased productivity.
1005	Climate change	Carbon Pollution	Food is less healthy because of carbon pollution.
1006	Climate change	Climate Science with Leo	Leo DiCaprio talks about the indisputable science behind climate change.
1007	Reproductive health	Colorado and Birth Control	Colorado's successful family planning programs also save money.
1008	Climate change	Cows and Seaweed	Cows contribute to climate change, but adding seaweed to their diets could be beneficial.
1009	Reproductive health	Defunding Planned Parenthood	Actress Kate Walsh explains the harm in defunding Planned Parenthood.
1010	Veterans/military	Eddie // Veteran Affairs	Military veteran explains how difficult it is for many veterans to access VA services.
1011	Education	Education Privatization	Former military officer argues against privatizing education.
1012	Anti-corporation	Factory Worker Larry // Healthcare	Retired worker rails against corporate greed as he loses his previously guaranteed healthcare coverage.
1013	Anti-corporation	Factory Worker Larry // Jobs overseas	Retired worker expresses frustration at Trump's broken promises and the growing problem of jobs moving overseas.
1014	Taxes	Farmer and Tax Cuts	Farmer in Kansas regrets voting for Brownback after tax cuts decimated the state budget; draws parallels to Trump tax cuts.
1015	Healthcare	Father Enraged over Trumpcare	An angry father expresses outrage at cuts to Obamacare.
1016	Taxes	Fox News and Taxes	Footage from Fox Business shows Trump hypocrisy on closing tax loopholes.
1017	Taxes	Get the American Dream back on track	Army Veteran suggests that wealthy people should pay more in taxes to fund infrastructure projects.
1018	Gun ownership	Gun Control	Former Marine argues for sensible gun control regulations.
1019	Income inequality	Income Inequality // Craig #1	Older gentleman calls out growing income inequality problem.
1020	Minimum wage	KFC Vet and Minimum Wage	Clip of Purple Heart recipient and veteran who works at KFC and argues for \$15 minimum wage.
1021	Anti-corporation	Main Street Economic Development	Main Street development is the wave of the future, not Wall Street.
1022	Anti-corporation	Main Street Investment	Main Street is the place to invest.
1023	Drug policy	Marijuana Legalization	Veteran who smokes marijuana for his PTSD argues it should be legal.
1024	Employee rights	Massachusetts Nurse	Nurse explains harm to children and families when parents don't have access to earned sick leave.
1025	Internet/tech policy	Net Neutrality	Animated explainer about what's at stake with the repeal of net neutrality rules.
1026	Healthcare	NJ Nurses	Two nurses show the important caretaking and advocacy role nurses play in our children's lives.
1027	Healthcare	Nurse and ACA	Republican nurse talks about her support for the ACA and shame in her party's attempts to repeal it.
1028	Education	Oklahoma Teachers	Teachers protest low pay in Oklahoma where many have second and third jobs to make ends meet.
1029	Drug policy	Opioid Crisis	A young man in recovery from his opioid addiction argues for more government resources.
1030	Employee rights	Paid Family Leave (Jamie)	New mom lacked access to paid family leave and was forced to return to work quickly after giving birth.
1031	Employee rights	Paid Family Leave (Tara)	Woman explains how families, employers, and the economy benefit from paid family leave policies.
1032	Income inequality	Payday Lending	Woman discusses her experience with a payday lender and extremely high predatory interest rates.
1033	Healthcare	Protect our People at Home	Army Veteran advocates for affordable health care for all working Americans.
1034	Employee rights	Real Prosperity	Woman explains the challenges associated with working after giving birth and advocates for access to better health care.
1035	Elections	Russian Interference	American vets talk about disgust with Trump for not standing up for our country against Russian interference.
1036	Income inequality	Stop with the Games	Man expresses anger at political leaders for playing games and failing to support the American Dream.
1037	Healthcare	Three Million Dollars	A mother shares the story of her son's motorcycle accident and advocates for universal health insurance.
1038	Immigration	Tim Cook and DACA	Tim Cook argues for DACA from a business perspective.
1039	Income inequality	Time for a Real Change	Man criticizes politicians who do little to create jobs and provide affordable health insurance for the middle class.
1040	Education	Tuition Free College	Bernie Sanders advocates for making affordable college a priority in this country.
1041	Immigration	Undocumented Children	Children are asked tough immigration questions, highlighting absurdity of undocumented children often having to represent themselves in immigration court.
1042	Education	Vocational Education	Autotech teacher talks about the value of providing students with a vocational education.
1043	Anti-corporation	Walmart and Bad Corporations	Walmart worker talks about how the company doesn't care about her and argues that poor people are beholden to corporations.
1044	Employee rights	Warren and Child Care	Elizabeth Warren highlights importance of child care with personal anecdote.
1045	Gun ownership	We Call B.S.	Student from Parkland High School gives emotional "We Call B.S." rallying cry in response to politicians who refuse to take action to address gun violence.
1046	Income inequality	We Choose Us // Amber	Amber advocates for a new generation of leaders to address the problems that many young people are facing.
1047	Income inequality	We The People // Gaby	Local organizer Gaby advocates for changing a political system that does not give all families or communities equal opportunities for success.

Table S2: Description of videos used in Study 1.

Video ID	Category	Video Title	Video Description
1000	Preventative health	How To See Germs Spread Experiment (Coronavirus)	YouTuber demonstrates how germs can easily spread via physical contact, including handshakes, and shows how proper handwashing can help to prevent germs from spreading.
1001	Preventative health	How soap kills the coronavirus	Video shows how plain old soap and water absolutely annihilate the coronavirus – but only after at least 20 seconds.
1002	U.S. politics	Coronavirus IV: Last Week Tonight with John Oliver	John Oliver discusses how the coronavirus is impacting the U.S. workforce, from mass unemployment to problems with the Paycheck Protection Program.
1003	Coronavirus vs. flu	Coronavirus is not the flu. It's worse.	COVID-19, the disease caused by the coronavirus, has similar symptoms to the flu. They also spread in similar ways. So it's natural to want to compare the two. But COVID-19 is very different, in ways that make it much more dangerous.
1004	U.S. politics	Saluting the Heroes of the Coronavirus Pandemic The Daily Show	Republican politicians and media figures downplayed the dangers of the coronavirus pandemic in early 2020.
1005	U.S. politics	Tucker: Big Tech censors dissent over coronavirus lockdowns	Big technology companies are using the COVID-19 tragedy to increase their power over the American population.
1006	World politics	Whistleblowers silenced by China could have stopped global coronavirus spread 60 Minutes Australia	Mid-November in Wuhan, China, and cases of a strange new flu start surfacing. The coronavirus festered at least a month and a half before the world was told, after whistleblowers who warned of the virus's danger were silenced by China.
1007	U.S. politics	Why Coronavirus is Hitting the Black Community Hardest The Daily Social Distancing Show	Trevor Noah takes a closer look at why the U.S.'s coronavirus outbreak is disproportionately hurting the black community.
1008	U.S. politics	Trump Declares Testing 'Overrated,' As Coronavirus Deaths Continue to Rise MSNBC	As the United States' death toll continued to rise, Donald Trump called coronavirus testing "overrated" in a speech in May of 2020.
1009	Preventative health	WHO: Coronavirus - questions and answers (Q&A)	What is a coronavirus? Where do they come from? How can I protect myself? Watch this Q&A from the World Health Organization for the answers.
1010	World politics	Funeral Homes in Mexico Show Coronavirus' Hidden Death Toll	Mexico is reopening, but those handling the dead say the coronavirus epidemic there is far from over. Crematoriums and funeral homes are overwhelmed, and mortality data shows the death toll is far higher than official numbers.
1011	Science/technology	Is This Coronavirus, or Just Allergies? Symptoms of COVID-19	A lot of people might be stressing out these days because they are worried that they have COVID-19. However, COVID-19 tests can give false negatives, making it difficult to know if you do or do not have the virus.
1012	Preventative health	Coronavirus	Basic information about the novel coronavirus and how to prevent its spread.
1013	World politics	How we must respond to the coronavirus pandemic Bill Gates	In a conversation with TED founder Chris Anderson, philanthropist and Microsoft cofounder Bill Gates offers insights into the COVID-19 pandemic, discussing how prepared the world was for another outbreak.
1014	Science/technology	Empty middle seats on planes won't stop the coronavirus	As coronavirus lockdowns loosen, flights are starting to fill up — leading many people to call for empty middle seats. Keeping middle seats open on a plane can help maintain physical distance between passengers. But it's unlikely to prevent virus transmission.
1015	Science/technology	What Are the Craziest Coronavirus Conspiracy Theories? The Daily Social Distancing Show	Trevor Noah explores the craziest conspiracy theories about the origin of the coronavirus.
1016	Coronavirus vs. flu	Dr. Fauci Answers Trevor's Questions About Coronavirus The Daily Social Distancing Show	Infectious diseases expert Dr. Anthony Fauci shares what makes COVID-19 so insidious, busts myths about the virus, and breaks down why adhering to public health guidelines is paramount.
1017	Science/technology	Coronavirus Is Our Future Alanna Shaikh TEDxSMU	Global health expert Alanna Shaikh talks about the coronavirus outbreak and what this can teach us about the epidemics yet to come.
1018	Preventative health	How to Significantly Slow Coronavirus? #Masks4All	Homemade masks are partly effective in individual protection, but they are essential for slowing the spread of the virus in the population.
1019	World politics	China Is Censoring Coronavirus Stories. These Citizens Are Fighting Back. NYT News	Information about the coronavirus outbreak is not immune from Chinese censors. But more and more citizens are dodging censorship by creating a digital archive of deleted posts.
1020	Preventative health	What face masks actually do against coronavirus	The truth is that no mask can actually guarantee that you won't get sick. Masks have to be used correctly to offer any protection at all, and they're most effective if used alongside other preventative measures like hand-washing and social distancing.
1021	U.S. politics	Bill Gates On Coronavirus TODAY	Through his foundation, Bill Gates is funding tests and treatments for COVID-19. In April 2020, he spoke with TODAY's Savannah Guthrie about the importance of continued funding for the World Health Organization.
1022	Coronavirus vs. flu	The Real Truth about Coronavirus by Dr. Steven Gundry	A doctor describes the differences between the flu and COVID-19 – and explains why the latter is especially dangerous.
1023	Preventative health	Get the facts on coronavirus	Information about the coronavirus outbreak is spreading fast, but what do we actually know about the illness? CBC News medical contributor and family physician Dr. Peter Lin breaks down the facts about how it spreads and what you can do to protect yourself.

Table S3: Description of videos used in Study 2.

1.3 Randomization Procedure

Study 1

For Study 1, respondents viewed a random selection of four messages, in random order, from a list of 48 possible stimuli (within-subject design). For each video, respondents were randomly assigned to one of three conditions:

1. Video: a brief video clip containing a persuasive claim
2. Text: an annotated transcript of the video clip
3. Control: no message shown

In the video condition, respondents were asked to watch a short video (<1 minute). In the text condition, respondents were instead asked to read a detailed transcript of this video. Finally, in the control condition, respondents were not shown any new information. We used a multi-stage randomization process to determine the treatment groups to which respondents were assigned. First, we randomly assigned respondents to **four unique categories** from the list of 15 high-level categories (e.g., immigration, climate change, taxes, see Table S2). Nested within each category was a set of persuasive messages (with between 1-6 messages per category). Respondents had a variable probability of being assigned to a given category, with the probability of assignment increasing in proportion to the total number of stimuli in that category. For example, if a given category included six out of the 48 stimuli, respondents had an initial probability of being assigned to that category of $p = 0.13$, whereas if the category only contained two stimuli, respondents were assigned to that category with a probability of $p = 0.04$. However, note that, because we sampled without replacement, respondents' exact probability of assignment to a given category was dependent on the other three categories to which they were assigned.

Second, respondents were randomly assigned to view **one message** from within each of their assigned categories, in order to avoid spillover across similar topics and outcome measures. Respondents had an equal probability of being assigned to each message within a given category. In expectation, each video should have been assigned to approximately 8-9% of respondents, with respondents more frequently assigned to videos from less populous categories. However, given a finite sample size, the proportion of respondents assigned to each video was somewhat more variable – ranging from 7-10%. Finally, respondents were randomly assigned to an **experimental condition** for each message (video, text, or control). Respondents were twice as likely to be assigned to one of the two experimental conditions versus the control, such that $p_{\text{video}} = p_{\text{text}} = 0.4$ and $p_{\text{control}} = 0.2$.

To implement this randomization scheme, we generated 50,000 potential treatment assignment combinations in R and randomly sampled one of these combinations for each respondent using PHP. We then imported this information into Qualtrics using a web service. A full description of the randomization procedure, including the R script used to simulate the treatment assignment process, is available [here](#), and a summary is shown below (Figure S1).

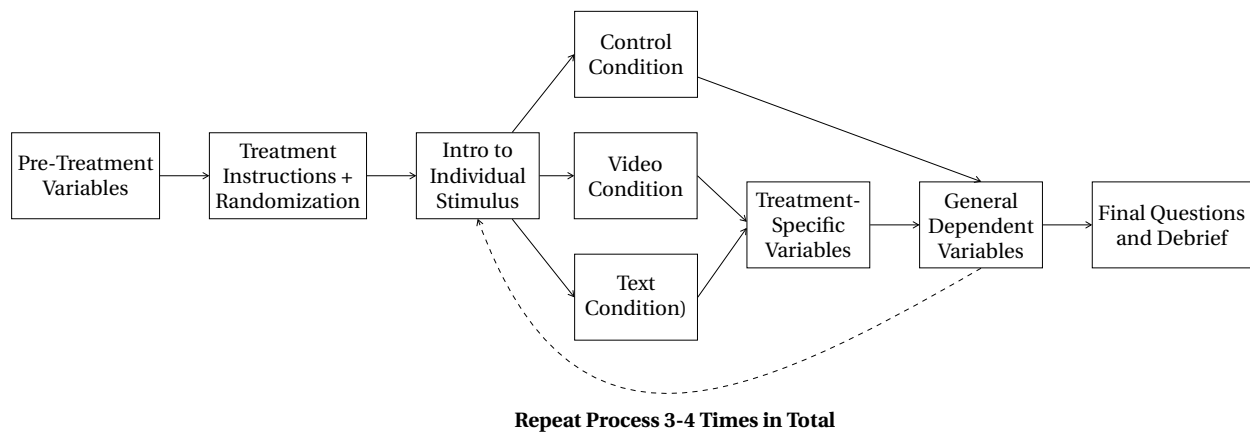


Figure S1: Summary of randomization procedure. Respondents in Study 1 were shown a random selection of four messages, whereas respondents in Study 2 were assigned to three messages.

Study 2

Study 2 followed a very similar procedure as Study 1 – just with a smaller set of slightly longer video clips (all <2 minutes in length). For this study, we randomly assigned respondents to view three messages, in random order, from a list of 24 possible stimuli (again using a within-subject design). As in Study 1, we first randomly assigned respondents to categories – in this case, **three unique categories** from a list of five high-level categories (coronavirus vs. flu, preventative health strategies, science and technology, U.S. politics, or world politics, see Table S3). Given that all of the messages were about the COVID-19 pandemic, these categories were designated based on the structure and content of the dependent variables. Within each category was a set of persuasive messages (with between 3-7 messages per category). Respondents again had a variable probability of being assigned to a given category, with the probability of assignment increasing in proportion to the number of messages within that category.

Second, respondents were randomly assigned to view **one message** from within each of their assigned categories. Respondents had an equal probability of being assigned to each message within a given category. In expectation, each video should have been assigned to approximately 11-15% of respondents, with respondents more likely to be assigned to videos from less populous categories. Given a finite sample size, however, the proportion of respondents assigned to each video ranged from 10-16%. Finally, respondents were randomly assigned to an **experimental condition** for each message (video, text, or control), using the same approach as in Study 1. To carry out this randomization procedure, we again generated 50,000 potential treatment assignment combinations in R, randomly sampled one of these combinations for each respondent using PHP, and finally imported this information into Qualtrics using a web service. A description of this process is available [here](#).

1.4 Survey Questionnaire

Audiovisual Check

After providing informed consent, respondents were asked to watch a sample clip to confirm that they were willing and able to watch video content. Respondents were asked two questions to determine whether they both watched and listened to this test clip. Respondents were required to answer both checks correctly in order to proceed to the rest of the survey. Respondents were given two chances to complete this step before being removed from the survey sample. 58.0% of respondents passed the technical checks in Study 1, as did 64.7% of respondents in Study 2.

- Instructions: “As part of this study, you may be required to watch videos with sound. Please confirm you are able to do so by watching the short video below and answering the questions on the next page.

Please watch carefully. If you do not answer these questions correctly, you will **not** be eligible to participate in this survey.

Before you start the clip, make sure your sound is on, and press play when you are ready to begin. Note that the video may take a few seconds to load.”

- These instructions were accompanied by a link to a [YouTube clip](#) with a short advertisement for PG Tips tea.

- Visual check: “What was the name of the brand advertised in the video?”
(1 = PG Tips*, 2 = Coca-Cola, 3 = Duracell, 4 = Cadbury, 5 = Geico)
- Audio check: “Which of the following words was used in the video to describe the product?”
(1 = Delicious*, 2 = Healthy, 3 = Surprising, 4 = Bold, 5 = Exciting)
- Follow-up instructions: (If respondents answered either the visual or audio check incorrectly) “You answered at least one of the questions wrong on the previous page.

Please watch the video one more time and then try again. If you do not answer these questions correctly a second time, the survey will **immediately end**, and you will **not** be eligible to participate.

You can watch the video as many times as you would like before proceeding to the next page. Before you start the clip, make sure your sound is on, and press play when you are ready to begin.”

- After viewing this second set of instructions, respondents were provided a link to the same clip and were asked the same two questions as above.

Demographics

After successfully completing the audiovisual check, respondents answered a series of demographic questions, displayed in the following order:

1. Gender: “What is your gender?”
(1 = Male, 2 = Female, 3 = Other (please specify))
2. Year of birth: “In what year were you born?”
(Drop-down menu, recoded into a measure of age in years)
3. State: “In what state do you currently reside?”
(Drop-down menu, recoded into a measure of census region)
4. Hispanic origin: “Are you of Hispanic, Latino, or Spanish origin?”
(1 = Yes, 0 = No)
5. Race: “Please choose one or more races that you consider yourself to be.

For this survey, Hispanic origin is not a race. (Please select all that apply)”
(Check all that apply; 1 = White, 2 = Black or African-American, 3 = American Indian or Alaska Native, 4 = Asian, 5 = Native Hawaiian or other Pacific Islander, 6 = Other (please specify))
6. Income: “Thinking back over the past year, what was your family’s annual income?”
(1 = Less than \$10,000, 2 = \$10,000-\$19,999, 3 = \$20,000-\$29,999, 4 = \$30,000-\$39,999, 5 = \$40,000-\$49,999, 6 = \$50,000-\$74,999, 7 = \$75,000-\$99,999, 8 = \$100,000-\$149,999, 9 = \$150,000 or more, 10 = Prefer not to say)
7. Education: “What is the highest level of education you have completed?”
(1 = Did not graduate from high school, 2 = High school graduate, 3 = Some college, but no degree, 4 = 2-year college degree, 5 = 4-year college degree, 6 = Post-graduate degree (MA, MBA, JD, PhD, etc.))
8. Employment: “Which of the following best describes your current employment status?”
(1 = Working full time now, 2 = Working part time now, 3 = Temporarily laid off, 4 = Unemployed, 5 = Retired, 6 = Permanently disabled, 7 = Taking care of home or family, 8 = Student, 9 = Other (please specify))
9. Partisanship, measured using a series of branching questions:
 - “Generally speaking, do you consider yourself a...”
(1 = Democrat, 2 = Republican, 3 = Independent, 4 = Other party)
 - (If respondents selected either Democrat or Republican) “Would you call yourself a strong [Democrat/Republican] or a not very strong [Democrat/Republican]?”
(1 = Strong [Democrat/Republican], 2 = Not very strong [Democrat/Republican])

- (If respondents selected either Independent or other party) “Do you think of yourself as closer to the Republican Party or to the Democratic Party?”
(1 = Closer to the Republican Party, 2 = Closer to the Democratic Party, 3 = Neither)

10. Ideology, measured using a series of branching questions:

- “Generally speaking, do you usually think of yourself as a liberal, a conservative, a moderate, or haven’t you thought much about this?”
(1 = Liberal, 2 = Conservative, 3 = Moderate, 4 = Haven’t thought much about it)
- (If respondents selected either liberal or conservative) “Would you call yourself a strong [liberal/conservative] or a not very strong [liberal/conservative]?”
(1 = Strong [liberal/conservative], 2 = Not very strong [liberal/conservative])
- (If respondents selected either moderate or haven’t thought much about it) “Do you think of yourself as closer to liberals or closer to conservatives?”
(1 = Closer to liberals, 2 = Closer to conservatives, 3 = Neither)

Pre-Treatment Moderator Variables

Prior to the experimental portion of each study, we then measured several potential moderator variables (in addition to the standard demographic items described in the previous section).

1. Political knowledge, measured using a four-item battery of factual recall questions about political leaders and institutions (2). Starred responses were coded as correct. All other responses (including missing data) were coded as incorrect.
 - “Whose responsibility is it to decide if a law is constitutional or not?”
(1 = The President, 2 = Congress, 3 = The Supreme Court*; order randomized)
 - “Whose responsibility is it to nominate judges to federal courts?”
(1 = The President*, 2 = Congress, 3 = The Supreme Court; order randomized)
 - “Do you know what job or political office is currently held by Nancy Pelosi? Is it:”
(1 = Speaker of the House*, 2 = Treasury Secretary, 3 = Senate Majority Leader, 4 = Justice of the Supreme Court, 5 = Governor of New Mexico; order randomized)
 - “Do you know what job or political office is currently held by Janet Yellen? Is it:”
(1 = Attorney General, 2 = Justice of the Supreme Court, 3 = Treasury Secretary*, 4 = House Republican Leader, 5 = Secretary of State; order randomized)
2. Experiences with COVID-19, measured using the following four questions (Study 2 only, adapted from items used by Kaiser Family Foundation, the Pew Research Center, and YouGov):
 - “How closely are you following news about the coronavirus pandemic?”
(1 = Not at all closely, 2 = Not too closely, 3 = Fairly closely, 4 = Very closely)

- “Do you personally know anyone who has tested positive for COVID-19? (*Please select all that apply*)”
(1 = Yes, me, 2 = Yes, a family member, 3 = Yes, a close friend, 4 = Yes, someone else, 5 = No, 6 = Prefer not to say)
- (*If respondents said they knew someone who had tested positive in the previous question*) “Do you personally know anyone who has died due to complications from COVID-19? (*Please select all that apply*)”
(1 = Yes, a family member, 2 = Yes, a close friend, 3 = Yes, someone else, 4 = No, 5 = Prefer not to say)
- “Have you received at least one dose of the COVID-19 vaccine?”
(1 = Yes, 0 = No)

3. Cognitive reflection, measured using a four-item Cognitive Reflection Test (3; 4; 5).

- “The ages of Mark and Adam add up to 28 years total. Mark is 20 years older than Adam. How many years old is Adam? (*Please enter a number*)”
(*Open-ended response; coded as correct if say 4, incorrect otherwise*)
- “If it takes 10 seconds for 10 printers to print out 10 pages of paper, how many seconds will it take 50 printers to print out 50 pages of paper? (*Please enter a number*)”
(*Open-ended response; coded as correct if say 10, incorrect otherwise*)
- “On a loaf of bread, there is a patch of mold. Every day, the patch doubles in size. If it takes 40 days for the patch to cover the entire loaf of bread, how many days would it take for the patch to cover half of the loaf of bread? (*Please enter a number*)”
(*Open-ended response; coded as correct if say 39, incorrect otherwise*)
- “If you’re running a race, and you pass the person in second place, what place are you in? (*Please enter a number and do **not** enter any letters*)”
(*Open-ended response; coded as correct if say 2, incorrect otherwise*)

4. Digital literacy, measured by asking respondents to rate their level of familiarity with six computer- and Internet-related items (6):

- “How familiar are you with the following computer and Internet-related items?”
(1 = Not at all familiar, 2 = Slightly familiar, 3 = Moderately familiar, 4 = Very familiar, 5 = Extremely familiar)
- **Options** (randomized order): Phishing, Hashtag, JPG, Malware, Cache, RSS

5. Attentiveness, measured using two instructional manipulation checks, or “screeners” (7). Starred responses were coded as correct. All other responses (including missing data) were coded as incorrect.

- “Help us keep track of who is paying attention to the survey. Please select ‘Somewhat disagree’ from the options below.”

(1 = Strongly agree, 2 = Agree, 3 = Somewhat agree, 4 = Neither agree nor disagree, 5 = Somewhat disagree, 6 = Disagree, 7 = Strongly agree)*

- “When a big news story breaks, people often go online to get up-to-the-minute details about what is going on. We want to know which websites people trust to get this information. We also want to know if people are paying attention to this question. To show that you’ve read this much, please ignore the question and select ABC News website and The Drudge Report as your two answers.

When there is a big news story, which is the one news website you would visit first?
(Please choose only one)”

(Check all that apply; 1 = New York Times website, 2 = Huffington Post, 3 = Washington Post website, 4 = CNN.com, 5 = FoxNews.com, 6 = MSNBC.com, 7 = The Drudge Report, 8 = Google News, 9 = ABC News website*, 10 = CBS News website, 11 = NBC News website, 12 = Yahoo! News, 13 = The Associated Press (AP) website, 14 = Reuters website, 15 = National Public Radio (NPR) website, 16 = USA Today website, 17 = New York Post Online, 18 = None of these websites)*

Experimental Instructions

Respondents then proceeded to the experimental portion of the study, which began with a brief set of instructions previewing the conditions to which respondents might be assigned. For Study 2, we also included a disclaimer about the timing of some of the messages, given that a number of the original YouTube videos were published early on in the pandemic and therefore may not have contained up-to-date public health guidance. In addition, because some respondents noted in Study 1 that they were confused about the interpretation of the believability items, we added a second set of instructions designed to help respondents better understand the intent of these questions.

- Study 1: “For the next part of the study, you will be asked questions about **four different topics**.

For some of these topics, you may be shown a short **video**. For others, you may be asked to read a written **transcript**. Finally, in some cases, you will just be asked to provide your **opinion** about the issue.

Note that these stories may take a few seconds to load.”

- Study 2: “For the next part of the study, you will be asked questions about **three different topics** related to the coronavirus pandemic.

For some of these topics, you may be shown a short **video**. For others, you may be asked to read a written **transcript**. Note that some of these videos and transcripts were created in the early stages of the pandemic (i.e., in March 2020 or before) and so might not reflect current events or public health guidance. Finally, in some cases, you will just be asked to provide your **opinion** about the issue.

Note that these stories may take a few seconds to load.”

- **Belief instructions:** “Sometimes, what you see in a video or read in text isn’t exactly what occurred in real life. During the survey, we will therefore ask you to tell us whether you think the events shown in a video clip or transcript **actually took place** – for instance, whether you believe that a speaker really made a particular claim.

As an example, you might be asked a question in the following format: ‘To what extent do you believe the speaker actually said that the sky is blue?’ When answering this question, we want to know whether you thought the person **actually made this claim**. In other words, do you think the speaker really said that the sky is blue, or was the video/transcript edited to make it seem like the speaker was saying something they never actually said?

We are **not** asking whether you agree with the statement or claim. Using our earlier example, we are not asking whether you personally think the sky is blue. We are just asking whether you think the speaker said the sky was blue. It is also possible that the words used in the survey question will not be the same exact phrases used in the video or transcript. In these cases, it doesn’t matter whether the words were used verbatim. We just want to know whether you thought the *general* claim was made.”

- Message-specific instructions: respondents were then shown an introduction to each message they were assigned, informing them about the condition to which they’d been assigned (video, text, or the control). After reading these instructions, respondents were administered the relevant treatment and were then asked to complete a series of outcome variables, described in the next section.

- **Preamble:** “Now, we’re interested in hearing your thoughts about [**topic**].”

- Note: the pipe-in language for each individual message is listed below in Tables [S4](#) and [S5](#).

- **Video intro:** “You will find a video clip on the next page. **Please watch this clip carefully.** There will be a brief pause so that you can watch the clip. At the end of the pause, an arrow will appear at the bottom of the screen, allowing you to move to the next part of the survey.

Before you start the clip, make sure your sound is on, and press play when you are ready to begin. Note that the video may take a few seconds to load.”

- **Transcript intro:** “You will find a transcript on the next page. **Please read this transcript carefully.** There will be a brief pause so that you can read the transcript. At the end of the pause, an arrow will appear at the bottom of the screen, allowing you to move to the next part of the survey.

Note that you may have to scroll in order to see the full transcript.”

- For Study 2, several of the transcripts were split across multiple screens. In these cases, respondents were informed that the transcript would appear across two pages.

- Respondents in the two treatment groups were then directed to the video or transcript. Each message was accompanied by a title and description (see Section 1.2). To encourage engagement with the content, we required respondents to stay on the treatment page for an extended period of time, equivalent to three-quarters the length of the full video clip.

Outcome Variables

For each message, we measured four sets of outcome variables (in the following order). With the exception of our measure of sharing intentions, the wording of all items varied across messages but followed the same basic format.

1. Believability of the content: “To what extent do you believe [**the speaker**] actually [**made a particular claim from the story**]?”
(1 = *Definitely did not happen*, 5 = *Definitely happened*)
 - Note that this measure was only shown to respondents in the two treatment conditions (video or text).
2. Attitudinal persuasion: “Please rate the extent to which you agree or disagree with the following statement: [**Persuasive claim from the story**]?”
(1 = *Strongly disagree*, 5 = *Strongly agree*)
3. Personal engagement: measured using two items.
 - **Personal importance** (Study 1 only): “How important is the issue of [**topic**] to you, relative to other issues?”
(1 = *Not at all important*, 5 = *Extremely important*)
 - **Interest in learning more**: “To what extent are you interested in learning more about [**topic**]?”
(1 = *Not at all interested*, 5 = *Extremely interested*)
4. Sharing intentions: “How likely would you be to share the story you just saw with a friend or colleague?”
(1 = *Not at all likely*, 5 = *Extremely likely*)
 - Note that this measure was only shown to respondents in the two treatment conditions (video or text).

For the questions that vary across individual stimuli, the exact wording for each message is listed below (Table S4 for Study 1, Table S5 for Study 2).

Video ID	Video Title	Topic	Belief Item	Persuasion Item	Importance Item	Engagement Item
1000	Abigail Disney	tax policy	To what extent do you believe Abigail Disney actually said tax cuts disproportionately benefit the wealthy?	Recent tax cuts have benefitted wealthy Americans more than others.	How important is the issue of tax cuts to you, relative to other issues?	To what extent are you interested in learning more about tax cuts?
1001	Angry Young Man	corporate lobbying	To what extent do you believe the speaker actually said corporations have too much power over politics?	Major corporations in the U.S. have too much power over politics.	How important is the issue of corporate lobbying to you, relative to other issues?	To what extent are you interested in learning more about corporate lobbying?
1002	Autobarn Minimum Wage	the minimum wage	To what extent do you believe the business owners actually said they support raising the minimum wage?	The minimum wage should be increased to \$15.00/hour.	How important is the issue of the minimum wage to you, relative to other issues?	To what extent are you interested in learning more about the minimum wage?
1003	Ben Cohen	tax policy	To what extent do you believe Ben Cohen actually said tax cuts disproportionately benefit the wealthy?	Recent tax cuts have benefitted wealthy Americans more than others.	How important is the issue of tax cuts to you, relative to other issues?	To what extent are you interested in learning more about tax cuts?
1004	Bob's Crab Shack	the minimum wage	To what extent do you believe the business owner actually said he supports raising the minimum wage?	The minimum wage should be increased to \$15.00/hour.	How important is the issue of the minimum wage to you, relative to other issues?	To what extent are you interested in learning more about the minimum wage?
1005	Carbon Pollution	climate change	To what extent do you believe the video actually said carbon pollution makes food less healthy?	The U.S. should take steps to reduce its carbon emissions.	How important is the issue of climate change to you, relative to other issues?	To what extent are you interested in learning more about ways to reduce carbon emissions?
1006	Climate Science with Leo	climate change	To what extent do you believe Leonardo DiCaprio actually said most scientists believe humans are contributing to climate change?	Human activity contributes to climate change.	How important is the issue of climate change to you, relative to other issues?	To what extent are you interested in learning more about the scientific consensus on climate change?
1007	Colorado and Birth Control	reproductive health	To what extent do you believe the video actually said access to birth control saves states money?	The U.S. should increase access to birth control.	How important is the issue of reproductive health to you, relative to other issues?	To what extent are you interested in learning more about access to reproductive health services?
1008	Cows and Seaweed	climate change	To what extent do you believe the video actually said farmers should feed cows seaweed to combat climate change?	Farmers who raise cows should adopt more sustainable farming practices.	How important is the issue of climate change to you, relative to other issues?	To what extent are you interested in learning more about sustainable farming practices?
1009	Defunding Planned Parenthood	reproductive health	To what extent do you believe actress Kate Walsh actually said defunding Planned Parenthood would cause a national healthcare disaster?	Planned Parenthood should receive funding from the federal government.	How important is the issue of reproductive health to you, relative to other issues?	To what extent are you interested in learning more about funding for Planned Parenthood?
1010	Eddie // Veteran Affairs	support for veterans	To what extent do you believe the speaker actually said he had a bad experience with the Department of Veteran Affairs (VA)?	Funding for the Department of Veteran Affairs (VA) should be increased.	How important is the issue of support for veterans to you, relative to other issues?	To what extent are you interested in learning more about funding for veterans' services?
1011	Education Privatization	public education	To what extent do you believe the speaker actually said education privatization is harmful to public schools?	Public schools in the U.S. should be privatized. <i>(Reverse-coded)</i>	How important is the issue of education privatization to you, relative to other issues?	To what extent are you interested in learning more about education privatization?
1012	Factory Worker Larry // Healthcare	corporations' treatment of their employees	To what extent do you believe the speaker actually said the Honeywell Corporation took away his retirement benefits?	Employers generally pursue profits at the expense of their employees.	How important is the issue of corporations' treatment of employees to you, relative to other issues?	To what extent are you interested in learning more about corporations' treatment of their employees?
1013	Factory Worker Larry // Jobs Overseas	corporations' treatment of their employees	To what extent do you believe the speaker actually said the Honeywell Corporation sent jobs overseas?	Employers generally pursue profits at the expense of their employees.	How important is the issue of job outsourcing to you, relative to other issues?	To what extent are you interested in learning more about the outsourcing of jobs overseas?
1014	Farmer and Tax Cuts	tax policy	To what extent do you believe the farmer actually said tax cuts disproportionately benefit large corporations?	Recent tax cuts have benefitted large corporations more than other groups.	How important is the issue of tax cuts to you, relative to other issues?	To what extent are you interested in learning more about tax cuts?
1015	Father Enraged over Trumpcare	healthcare	To what extent do you believe the speaker actually criticized Trump for making cuts to the Affordable Care Act (ACA)?	The Affordable Care Act (ACA) should be repealed. <i>(Reverse-coded)</i>	How important is the issue of affordable healthcare to you, relative to other issues?	To what extent are you interested in learning more about changes to the Affordable Care Act (ACA)?
1016	Fox News and Taxes	tax policy	To what extent do you believe Trump actually said he would close tax loopholes that benefit the wealthy?	The government should close tax loopholes for wealthy individuals.	How important is the issue of tax policy to you, relative to other issues?	To what extent are you interested in learning more about tax policy?
1017	Get the American Dream Back on Track	tax policy	To what extent do you believe the speaker actually said tax cuts for the wealthy reduce funding for infrastructure projects?	Taxes should be raised on the wealthiest Americans in order to fund infrastructure projects.	How important is the issue of infrastructure funding to you, relative to other issues?	To what extent are you interested in learning more about funding for infrastructure projects?
1018	Gun Control	gun laws in the United States	To what extent do you believe the speaker actually called for stricter regulations of gun ownership?	There should be stricter gun laws in the United States.	How important is the issue of gun control to you, relative to other issues?	To what extent are you interested in learning more about gun laws in the United States?
1019	Income Inequality // Craig #1	income inequality	To what extent do you believe the speaker actually said billionaires and lobbyists seek to divide the working class?	The government should take steps to reduce differences in income between rich and poor people.	How important is the issue of income inequality to you, relative to other issues?	To what extent are you interested in learning more about ways to reduce income differences between rich and poor people?
1020	KFC Vet and Minimum Wage	the minimum wage	To what extent do you believe the KFC worker actually said he supports raising the minimum wage?	The minimum wage should be increased to \$15.00/hour.	How important is the issue of the minimum wage to you, relative to other issues?	To what extent are you interested in learning more about the minimum wage?

Video ID	Video Title	Topic	Belief Item	Persuasion Item	Importance Item	Engagement Item
1021	Main Street Economic Development	economic support for small businesses	To what extent do you believe the speaker actually said Main Street businesses are vital to economic growth?	The government should invest more in small businesses.	How important is the issue of economic support for small businesses to you, relative to other issues?	To what extent are you interested in learning more about economic support for small businesses?
1022	Main Street Investment	economic support for small businesses	To what extent do you believe the speaker actually said people should invest in Main Street businesses first?	The government should invest more in small businesses.	How important is the issue of economic support for small businesses to you, relative to other issues?	To what extent are you interested in learning more about economic support for small businesses?
1023	Marijuana Legalization	marijuana legalization	To what extent do you believe the speaker actually said marijuana should be decriminalized?	Marijuana use should be legal in all U.S. states.	How important is the issue of marijuana legalization to you, relative to other issues?	To what extent are you interested in learning more about marijuana legalization?
1024	Massachusetts Nurse	paid sick leave	To what extent do you believe the speaker actually said a lack of paid sick leave harms children and their families?	The government should require employers to offer paid time off to workers whose family members are sick.	How important is the issue of paid sick leave to you, relative to other issues?	To what extent are you interested in learning more about paid sick leave?
1025	Net Neutrality	Internet regulation	To what extent do you believe the speaker actually said net neutrality is a bipartisan issue?	Internet service providers should be allowed to adjust the quality and/or speed of Internet content based on fees charged to companies. <i>(Reverse-coded)</i>	How important is the issue of Internet regulation to you, relative to other issues?	To what extent are you interested in learning more about policies related to Internet regulation?
1026	NJ Nurses	children's healthcare	To what extent do you believe the school nurses actually said they are the primary healthcare providers for many students?	Funding for school nurses should be increased.	How important is the issue of children's healthcare to you, relative to other issues?	To what extent are you interested in learning more about policies related to children's healthcare?
1027	Nurse and ACA	healthcare	To what extent do you believe the Republican nurse actually said she supports the Affordable Care Act (ACA)?	The Affordable Care Act (ACA) should be repealed. <i>(Reverse-coded)</i>	How important is the issue of affordable healthcare to you, relative to other issues?	To what extent are you interested in learning more about changes to the Affordable Care Act (ACA)?
1028	Oklahoma Teachers	public education	To what extent do you believe the teachers actually said they work multiple jobs to make ends meet?	Public school teachers should be paid a higher salary.	How important is the issue of funding for public schools to you, relative to other issues?	To what extent are you interested in learning more about funding for public schools?
1029	Opioid Crisis	opioid addiction	To what extent do you believe the speaker actually said he was able to successfully recover from opioid addiction?	The government should devote more resources to addressing the opioid epidemic.	How important is the issue of opioid addiction to you, relative to other issues?	To what extent are you interested in learning more about support for opioid addiction?
1030	Paid Family Leave (Jamie)	paid family leave	To what extent do you believe the speaker actually said paid family leave is better for the baby's health?	The government should require employers to provide their workers with paid family leave.	How important is the issue of paid family leave to you, relative to other issues?	To what extent are you interested in learning more about paid family leave?
1031	Paid Family Leave (Tara)	paid family leave	To what extent do you believe the speaker actually said paid family leave is better for the economy?	The government should require employers to provide their workers with paid family leave.	How important is the issue of paid family leave to you, relative to other issues?	To what extent are you interested in learning more about paid family leave?
1032	Payday Lending	personal finance	To what extent do you believe the speaker actually said people should avoid payday lenders?	There should be more government oversight of financial companies, such as payday lenders.	How important is the issue of personal finance to you, relative to other issues?	To what extent are you interested in learning more about payday lenders?
1033	Protect our People at Home	healthcare	To what extent do you believe the speaker actually said the U.S. should give all Americans access to affordable healthcare?	The government should provide affordable healthcare coverage to all Americans.	How important is the issue of affordable healthcare to you, relative to other issues?	To what extent are you interested in learning more about policies related to affordable healthcare?
1034	Real Prosperity	paid family leave	To what extent do you believe the speaker actually said she had to go back to work one week after giving birth?	The government should require employers to provide their workers with paid family leave.	How important is the issue of paid family leave to you, relative to other issues?	To what extent are you interested in learning more about paid family leave?
1035	Russian Interference	election administration in the United States	To what extent do you believe the veterans actually said Trump should be held accountable for Russian interference in American elections?	The government should do more to prevent Russian interference in American elections.	How important is the issue of election interference to you, relative to other issues?	To what extent are you interested in learning more about Russian interference in American elections?
1036	Stop with the Games	support for working Americans	To what extent do you believe the speaker actually said politicians aren't doing enough to help working Americans?	The government should provide more economic support to working Americans.	How important is the issue of support for working Americans to you, relative to other issues?	To what extent are you interested in learning more about policies to support working Americans?
1037	Three Million Dollars	healthcare	To what extent do you believe the speaker actually said the U.S. should give all Americans access to affordable healthcare?	The government should provide affordable healthcare coverage to all Americans.	How important is the issue of affordable healthcare to you, relative to other issues?	To what extent are you interested in learning more about policies related to affordable healthcare?
1038	Tim Cook and DACA	immigration	To what extent do you believe Apple CEO Tim Cook actually said immigrants who came to the U.S. as children should be allowed to stay in the country?	The U.S. should create a path to citizenship for undocumented immigrants brought to the country as children.	How important is the issue of immigration to you, relative to other issues?	To what extent are you interested in learning more about the Deferred Action for Childhood Arrivals (DACA) program?
1039	Time for a Real Change	support for the middle class	To what extent do you believe the speaker actually said politicians don't do enough to support the middle class?	The government should provide more economic support to the middle class.	How important is the issue of support for the middle class to you, relative to other issues?	To what extent are you interested in learning more about policies to support the middle class?
1040	Tuition Free College	college education	To what extent do you believe Bernie Sanders actually said tuition to public colleges and universities should be free?	Tuition at public colleges and universities should be free for all students.	How important is the issue of college access to you, relative to other issues?	To what extent are you interested in learning more about proposals for tuition-free college?
1041	Undocumented Children	immigration	To what extent do you believe the children were actually confused about immigration court procedures?	The government should be required to provide legal representation to children who are undocumented.	How important is the issue of immigration to you, relative to other issues?	To what extent are you interested in learning more about policies related to immigrant children?

Video ID	Video Title	Topic	Belief Item	Persuasion Item	Importance Item	Engagement Item
1042	Vocational Education	public education	To what extent do you believe the speaker actually said there needs to be more funding for career and technical education?	The government should provide more funding for career and technical education in public high schools.	How important is the issue of career and technical education to you, relative to other issues?	To what extent are you interested in learning more about career and technical education?
1043	Walmart and Bad Corporations	corporations' treatment of their employees	To what extent do you believe the speaker actually said Walmart does not care about its employees?	Employers generally pursue profits at the expense of their employees.	How important is the issue of corporations' treatment of employees to you, relative to other issues?	To what extent are you interested in learning more about corporations' treatment of their employees?
1044	Warren and Child Care	child care	To what extent do you believe Elizabeth Warren actually said finding child care is difficult for working mothers?	The government should provide more funding for child care to support parents who work.	How important is the issue of child care to you, relative to other issues?	To what extent are you interested in learning more about government support for child care?
1045	We Call B.S.	gun laws in the United States	To what extent do you believe the speaker actually said politicians should do more to stop gun violence?	There should be stricter gun laws in the United States.	How important is the issue of gun control to you, relative to other issues?	To what extent are you interested in learning more about gun laws in the United States?
1046	We Choose Us // Amber	grassroots organizing	To what extent do you believe the speaker actually said there needs to be a new generation of political leaders?	A new generation of leaders is needed to change the political system.	How important is the issue of grassroots organizing to you, relative to other issues?	To what extent are you interested in learning more about grassroots organizing practices?
1047	We The People // Gaby	income inequality	To what extent do you believe the speaker actually said the system needs to change to address income inequality?	The government should take steps to reduce differences in income between rich and poor people.	How important is the issue of income inequality to you, relative to other issues?	To what extent are you interested in learning more about ways to reduce income differences between rich and poor people?

Table S4: Wording of outcome variables in Study 1.

Video ID	Video Title	Topic	Belief Item	Persuasion Item	Engagement Item
1000	How To See Germs Spread Experiment (Coronavirus)	strategies to prevent the spread of the coronavirus	To what extent do you believe the experiment actually showed that the virus can spread via handshakes?	The coronavirus can spread easily via physical contact, such as handshakes.	To what extent are you interested in learning more about strategies to prevent the spread of the coronavirus?
1001	How soap kills the coronavirus	strategies to prevent the spread of the coronavirus	To what extent do you believe the soap actually removed the virus after 20 seconds of handwashing?	Handwashing is most effective in protecting against COVID-19 when done for at least 20 seconds.	To what extent are you interested in learning more about strategies for effective handwashing?
1002	Coronavirus IV: Last Week Tonight with John Oliver	the federal government's response to the pandemic	To what extent do you believe Donald Trump actually said that the Paycheck Protection Program was well-run?	The federal government has not provided enough support to small businesses during the pandemic.	To what extent are you interested in learning more about support for small businesses during the pandemic?
1003	Coronavirus is not the flu. It's worse.	differences between the coronavirus and the flu	To what extent do you believe Anthony Fauci actually said that COVID-19 has a higher mortality rate than the flu?	COVID-19 is significantly more dangerous than the flu.	To what extent are you interested in learning more about differences between the coronavirus and the flu?
1004	Saluting the Heroes of the Coronavirus Pandemic The Daily Show	U.S. politicians' response to the pandemic	To what extent do you believe Republican leaders actually claimed in early 2020 that the coronavirus was contained?	Republican politicians have downplayed the risks of COVID-19.	To what extent are you interested in learning more about Republican politicians' responses to the pandemic?
1005	Tucker: Big Tech censors dissent over coronavirus lockdowns	the role of tech companies in addressing the pandemic	To what extent do you believe Senator Cory Booker actually said that he supported the use of drones to enforce social distancing orders?	Tech companies should be allowed to monitor citizens to make sure they follow public health guidelines. <i>(Reverse-coded)</i>	To what extent are you interested in learning more about the use of technology to track the spread of the coronavirus?
1006	Whistleblowers silenced by China could have stopped global coronavirus spread 60 Minutes Australia	the Chinese government's response to the pandemic	To what extent do you believe the speaker actually said that doctors in China were forced to lie about the emergence of the coronavirus?	The Chinese government did not respond quickly enough to warnings about the emergence of COVID-19.	To what extent are you interested in learning more about the Chinese government's response to the pandemic?
1007	Why Coronavirus Is Hitting the Black Community Hardest The Daily Social Distancing Show	the impact of COVID-19 on different groups	To what extent do you believe Donald Trump actually said that the Black community has been more affected by COVID-19 than other groups?	Black Americans have been hit harder by COVID-19 than other groups.	To what extent are you interested in learning more about racial disparities in COVID-19 cases?
1008	Trump Declares Testing 'Overrated,' As Coronavirus Deaths Continue to Rise	the federal government's response to the pandemic	To what extent do you believe Donald Trump actually said that the U.S. would have very few COVID-19 cases if fewer people were tested?	If the U.S. administered fewer COVID-19 tests, there would be fewer cases.	To what extent are you interested in learning more about the federal government's response to the coronavirus pandemic?
1009	WHO: Coronavirus - questions and answers (Q&A)	strategies to prevent the spread of the coronavirus	To what extent do you believe the WHO representative actually said that people should avoid contact with live animals to protect themselves against the coronavirus?	Avoiding contact with live animals can help prevent the spread of the coronavirus.	To what extent are you interested in learning more about World Health Organization (WHO) guidance for preventing the spread of the coronavirus?
1010	Funeral Homes in Mexico Show Coronavirus' Hidden Death Toll Coronavirus News	the Mexican government's response to the pandemic	To what extent do you believe the speaker actually said that COVID-19 appeared in Mexico earlier than the government reported?	The coronavirus started spreading in Mexico earlier than the government reported.	To what extent are you interested in learning more about the Mexican government's response to the pandemic?
1011	Is This Coronavirus, or Just Allergies? Symptoms of COVID-19	testing for COVID-19	To what extent do you believe the video host actually said that up to 30% of negative COVID-19 tests may be false negatives?	It is possible to have COVID-19 even if you receive a negative test.	To what extent are you interested in learning more about testing for COVID-19?

Video ID	Video Title	Topic	Belief Item	Persuasion Item	Engagement Item
1012	Coronavirus	strategies to prevent the spread of the coronavirus	To what extent do you believe the speaker actually said that people should avoid social contact with people outside their households?	To prevent the spread of COVID-19, it is essential that people avoid unnecessary contact with people outside their household.	To what extent are you interested in learning more about strategies to prevent the spread of the coronavirus?
1013	How we must respond to the coronavirus pandemic Bill Gates	how well-prepared the world was for the coronavirus pandemic	To what extent do you believe that Bill Gates actually said that the world was not ready for the coronavirus pandemic?	Governments could have done significantly more to prepare for the coronavirus pandemic.	To what extent are you interested in learning more about ways to prepare for future pandemics?
1014	Empty middle seats on planes won't stop the coronavirus	the science behind the coronavirus	To what extent do you believe the simulation actually showed that the coronavirus can spread across airplane rows?	The coronavirus can spread easily on airplanes, even with safety precautions in place.	To what extent are you interested in learning more about the spread of the coronavirus on airplanes?
1015	What Are the Craziest Coronavirus Conspiracy Theories? The Daily Social Distancing Show	theories linking 5G and the coronavirus	To what extent do you believe Trevor Noah actually said that the 5G coronavirus conspiracy is completely ridiculous?	The coronavirus can spread via 5G technology. <i>(Reverse-coded)</i>	To what extent are you interested in learning more about coronavirus conspiracy theories?
1016	Dr. Fauci Answers Trevor's Questions About Coronavirus The Daily Social Distancing Show	differences between the coronavirus and the flu	To what extent do you believe that Anthony Fauci actually said that COVID-19 has a higher mortality rate than the flu?	COVID-19 is significantly more dangerous than the flu.	To what extent are you interested in learning more about differences between the coronavirus and the flu?
1017	Coronavirus Is Our Future Alanna Shaikh TEDxSMU	the link between the coronavirus and the environment	To what extent do you believe the speaker actually said that environmental destruction increases the likelihood of future pandemics?	Environmental destruction increases the likelihood of future pandemics.	To what extent are you interested in learning more about the link between pandemics and environmental destruction?
1018	How to Significantly Slow Coronavirus? #Masks4All	strategies to prevent the spread of the coronavirus	To what extent do you believe the professor actually said that population-wide use of masks is essential to slowing the spread of the coronavirus?	During the pandemic, everyone has a responsibility to wear a face mask to protect public health.	To what extent are you interested in learning more about the role of face masks in preventing the spread of the coronavirus?
1019	China Is Censoring Coronavirus Stories. These Citizens Are Fighting Back. NYT News	the Chinese government's response to the pandemic	To what extent do you believe the activist actually said that it was important to preserve information that was being censored by the Chinese government?	The Chinese government has censored information about the coronavirus pandemic.	To what extent are you interested in learning more about the Chinese government's censorship of information about the coronavirus?
1020	What face masks actually do against coronavirus	strategies to prevent the spread of the coronavirus	To what extent do you believe that the speaker actually said that mask-wearing is most effective when combined with social distancing and handwashing?	Social distancing is not important if you are wearing a face mask. <i>(Reverse-coded)</i>	To what extent are you interested in learning more about the role of face masks in preventing the spread of the coronavirus?
1021	Bill Gates On Coronavirus: 'It's Going To Be A While Before Things Go Back To Normal' TODAY	the World Health Organization	To what extent do you believe Bill Gates actually said that the U.S. should provide additional support for the World Health Organization (WHO)?	The U.S. government should provide more funding for the World Health Organization (WHO).	To what extent are you interested in learning more about U.S. support for the World Health Organization (WHO)?
1022	The Real Truth about Coronavirus by Dr. Steven Gundry	differences between the coronavirus and the flu	To what extent do you believe the speaker actually said that the coronavirus has a much longer incubation period than the seasonal flu?	COVID-19 is significantly more dangerous than the flu.	To what extent are you interested in learning more about differences between the coronavirus and the flu?
1023	Get the facts on coronavirus	strategies to prevent the spread of the coronavirus	To what extent do you believe the physician actually said that you should self-isolate if you have come into contact with someone who has COVID-19?	If you have been in contact with someone who has COVID-19, it is essential to self-isolate, even if you do not have symptoms.	To what extent are you interested in learning more about strategies to prevent the spread of the coronavirus?

Table S5: Wording of outcome variables in Study 2.

Final Questions

After completing the experimental portion of the study, respondents were asked several final questions before being debriefed about the purpose of the study.

- Video problems: *(If respondents were shown at least one clip during the experimental portion of the study)* “During the survey, we showed you at least one video clip. Did you have any problems viewing any of the video clips?”

(1 = Yes, 0 = No)

- *(If respondents indicated they had technical issues)* “Please describe any problems you had with the video clips.”

(Open-ended response)

- Random responding: “Did you respond randomly at any point during the study?”

Note: Please be honest! You will get paid regardless of your response.”

(1 = Yes, 0 = No)

- Study 1 debrief:

- **Video content**: “Thank you for taking part in our survey. Before you go, we would like to tell you more about some of the questions on this survey.

Throughout the survey, we asked you to tell us whether you thought certain stories were real – that is, whether you thought the events in a video or transcript actually happened. Our goal in doing so was to learn whether events and claims seem more believable when they are shown on video versus described in text. However, it is important to note that all of the content you were shown was entirely real.

If you have any final questions or comments about our survey, please leave them below or contact us at mit_perl@yahoo.com.”

(Open-ended response)

- Note: Respondents were only shown this debrief if they were assigned to either the video or transcript condition at least once.

- Study 2 debrief:

- **Video timing**: “Over the course of this study, you may have been shown videos or transcripts that were created in the **early stages of the pandemic** (i.e., in March 2020 or before). In some cases, public health guidance has changed substantially since these stories were first produced.

As a result, we strongly caution against taking advice from these videos without first consulting the most up-to-date public health recommendations, such as those from the [Centers for Disease Control and Prevention \(CDC\)](https://www.cdc.gov).”

- **Video content:** “Thank you for taking part in our survey. Before you go, we would like to tell you more about some of the questions on this survey.

Throughout the survey, we asked you to tell us whether you thought the events in a video or transcript actually happened. Our goal in doing so was to learn whether events and claims seem more believable when they are shown on video versus described in text. However, it is important to note that all of the content you were shown came from real clips found on YouTube.

If you have any final questions or comments about our survey, please leave them below or contact us at mit_perl@yahoo.com.”

(Open-ended response)

- Note: Respondents were only shown this debrief if they were assigned to either the video or transcript condition at least once.

2 Model Specification and Diagnostics

2.1 Primary Analyses

In this section, we outline the model specifications used to test our main hypotheses. Following our preregistration, we fit a series of Bayesian multi-level models using the `brms` package in R. Our primary quantity of interest for each of these models is the average treatment effect of video vs. text for each of our five outcome variables (believability, attitudinal persuasion, sharing intentions, personal importance, and interest in learning more). To estimate the treatment effects of exposure to video and text, we include two dummy variables: the first, `video_vs_text`, indicates the video treatment (coded 1) relative to the text treatment (0), and the second, `control_vs_text`, indicates the control group (1) relative to the text treatment (0). This second dummy variable is only included for outcome variables asked of respondents in the control condition.

Each model allows the intercept and the treatment effects to vary across *persuasive messages*, as well as across *respondents*. The prior distributions on all parameters are vague and weakly-informative, allowing the data to speak for themselves. The formal specification of the model is presented below, where Y_i corresponds to one of the five outcome variables described above, i indexes respondent-message pairs, J indexes the vector of parameters for individual messages, K indexes the vector of parameters for individual respondents, and both \mathbf{R}_J and \mathbf{R}_K are 3×3 correlation matrices.

$$\begin{aligned}
 Y_i &\sim \text{Normal}(\mu_i, \sigma) \\
 \mu_i &= \phi + \lambda_1 \text{video_vs_text}_i + \lambda_2 \text{control_vs_text}_i \\
 \phi &= \alpha + \alpha_{J[i]} + \alpha_{K[i]} \\
 \lambda_1 &= \beta_1 + \beta_{1J[i]} + \beta_{1K[i]} \\
 \lambda_2 &= \beta_2 + \beta_{2J[i]} + \beta_{2K[i]} \\
 \begin{bmatrix} \alpha_J \\ \beta_{1J} \\ \beta_{2J} \end{bmatrix} &\sim \text{MVNormal} \left(\begin{bmatrix} 0 \\ 0 \\ 0 \end{bmatrix}, \mathbf{S}_J \right) \\
 \begin{bmatrix} \alpha_K \\ \beta_{1K} \\ \beta_{2K} \end{bmatrix} &\sim \text{MVNormal} \left(\begin{bmatrix} 0 \\ 0 \\ 0 \end{bmatrix}, \mathbf{S}_K \right) \\
 \mathbf{S}_J &= \begin{pmatrix} \sigma_{\alpha_J} & 0 & 0 \\ 0 & \sigma_{\beta_{1J}} & 0 \\ 0 & 0 & \sigma_{\beta_{2J}} \end{pmatrix} \mathbf{R}_J \begin{pmatrix} \sigma_{\alpha_J} & 0 & 0 \\ 0 & \sigma_{\beta_{1J}} & 0 \\ 0 & 0 & \sigma_{\beta_{2J}} \end{pmatrix} \\
 \mathbf{S}_K &= \begin{pmatrix} \sigma_{\alpha_K} & 0 & 0 \\ 0 & \sigma_{\beta_{1K}} & 0 \\ 0 & 0 & \sigma_{\beta_{2K}} \end{pmatrix} \mathbf{R}_K \begin{pmatrix} \sigma_{\alpha_K} & 0 & 0 \\ 0 & \sigma_{\beta_{1K}} & 0 \\ 0 & 0 & \sigma_{\beta_{2K}} \end{pmatrix}
 \end{aligned}$$

$$\begin{aligned} \alpha &\sim \text{Normal}(3, 1.5) \\ \beta_1, \beta_2 &\sim \text{Normal}(0, 2) \\ \sigma_{\alpha_J}, \sigma_{\beta_{1J}}, \sigma_{\beta_{2J}} &\sim \text{Exponential}(1) \\ \sigma_{\alpha_K}, \sigma_{\beta_{1K}}, \sigma_{\beta_{2K}} &\sim \text{Exponential}(1) \\ \sigma &\sim \text{Exponential}(1) \\ \mathbf{R}_J, \mathbf{R}_K &\sim \text{LKJcorr}(2) \end{aligned}$$

Of note, the parameter on the `video_vs_text` variable is our primary quantity of interest, as this corresponds to the average treatment effect of video versus text for a given outcome. However, in order to determine the directionality of our observed treatment effects, we also benchmark responses against the control group. To do so, we fit the above model twice – once with *text* as the reference category (as specified) and once with *control* as the reference category. For the latter case, the second line of the model can be rewritten as follows: $\mu_i = \phi + \lambda_1 \text{video_vs_control}_i + \lambda_2 \text{text_vs_control}_i$. Note that we fit these alternative models only for those outcome measures that were asked of respondents in the control condition.

2.2 Moderator Models

In addition to our primary analyses, we also probed the extent to which our estimated treatment effects vary based on both respondent- and message-level characteristics. First, for both Studies 1-2, we examined heterogeneity across several *respondent characteristics*, including:

1. **Age**, measured in years.
2. **Cognitive reflection**, based on the proportion of correct responses to four CRT items.
3. **Digital literacy**, based on average familiarity with six computer- and Internet-related items.
4. **Partisanship**, measured using a seven-point scale, where 1 = strong Democrat and 7 = strong Republican.
5. **Political knowledge**, based on the proportion of correct answers to four factual knowledge questions.

In addition, for Study 2, we assessed whether the effect of video versus text varies based on whether the content of the messages was political or non-political, based on crowdsourced ratings from 164 workers on Amazon’s Mechanical Turk. Specifically, as discussed in the Materials/Methods section of the main paper, we recoded workers’ ratings into a 13-point political score, where -6 = extremely confident non-political, 0 = not sure, and 6 = extremely confident political. For all of our moderator variables, we fit Bayesian multi-level models in which we linearly interact the treatment indicators (`video_vs_text` and `control_vs_text`) with a given moderator variable (age, cognitive reflection, digital literacy, partisanship,

political knowledge, or political score). All moderator variables are treated as continuous and are standardized, such that they have a mean of 0 and a standard deviation of 1.

For these analyses, we add three new variables and their corresponding parameters to our primary model specification, described in the previous section. The first new variable, mod , represents the standardized moderator variable, and the latter two, $(\text{video_vs_text} \times \text{mod})_i$ and $(\text{control_vs_text} \times \text{mod})_i$, represent the linear interactions between the treatment indicators and the moderator variable. As before, the dummy variable control_vs_text is only included for outcome variables asked of respondents in the control condition.

For models measuring moderation by respondent-level characteristics (e.g., partisanship, political knowledge), this interactive model allows all parameters to vary across *messages*. However, only the intercept and two treatment effects are allowed to vary across *respondents*. This is because the moderator variables (e.g., partisanship, political knowledge) are measured at the respondent-level and therefore do not vary for a given respondent across messages. The reverse is true for models assessing moderation based on message-specific attributes (e.g., political vs. non-political). The prior distributions on all parameters are again vague and weakly-informative, allowing the data to speak for themselves. The formal specification of the model (based on *respondent-level* moderators) is as follows, where Y_i corresponds to one of our five outcome variables, i indexes respondent-message pairs, J indexes the vector of parameters for individual messages, K indexes the vector of parameters for individual respondents, \mathbf{R}_J is a 6×6 correlation matrix, and \mathbf{R}_K is a 3×3 correlation matrix:¹

$$\begin{aligned}
 Y_i &\sim \text{Normal}(\mu_i, \sigma) \\
 \mu_i &= \phi + \lambda_1 \text{video_vs_text}_i + \lambda_2 \text{control_vs_text}_i + \lambda_3 \text{mod}_i \\
 &\quad + \lambda_4 (\text{video_vs_text} \times \text{mod})_i + \lambda_5 (\text{control_vs_text} \times \text{mod})_i \\
 \phi &= \alpha + \alpha_{J[i]} + \alpha_{K[i]} \\
 \lambda_1 &= \beta_1 + \beta_{1J[i]} + \beta_{1K[i]} \\
 \lambda_2 &= \beta_2 + \beta_{2J[i]} + \beta_{2K[i]} \\
 \lambda_3 &= \beta_3 + \beta_{3J[i]} \\
 \lambda_4 &= \beta_4 + \beta_{4J[i]} \\
 \lambda_5 &= \beta_5 + \beta_{5J[i]} \\
 \begin{bmatrix} \alpha_J \\ \beta_{1J} \\ \beta_{2J} \\ \beta_{3J} \\ \beta_{4J} \\ \beta_{5J} \end{bmatrix} &\sim \text{MVNormal} \left(\begin{bmatrix} 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \end{bmatrix}, \mathbf{S}_J \right) \\
 \begin{bmatrix} \alpha_K \\ \beta_{1K} \\ \beta_{2K} \end{bmatrix} &\sim \text{MVNormal} \left(\begin{bmatrix} 0 \\ 0 \\ 0 \end{bmatrix}, \mathbf{S}_K \right)
 \end{aligned}$$

¹The structure of the J and K terms is reversed for models with *message-level* moderators, such that all the parameters are allowed to vary across respondents but only the intercept, λ_1 , and λ_2 are allowed to vary across messages.

$$\mathbf{S}_J = \begin{pmatrix} \sigma_{\alpha_J} & 0 & 0 & 0 & 0 & 0 \\ 0 & \sigma_{\beta_{1J}} & 0 & 0 & 0 & 0 \\ 0 & 0 & \sigma_{\beta_{2J}} & 0 & 0 & 0 \\ 0 & 0 & 0 & \sigma_{\beta_{3J}} & 0 & 0 \\ 0 & 0 & 0 & 0 & \sigma_{\beta_{4J}} & 0 \\ 0 & 0 & 0 & 0 & 0 & \sigma_{\beta_{5J}} \end{pmatrix} \mathbf{R}_J \begin{pmatrix} \sigma_{\alpha_J} & 0 & 0 & 0 & 0 & 0 \\ 0 & \sigma_{\beta_{1J}} & 0 & 0 & 0 & 0 \\ 0 & 0 & \sigma_{\beta_{2J}} & 0 & 0 & 0 \\ 0 & 0 & 0 & \sigma_{\beta_{3J}} & 0 & 0 \\ 0 & 0 & 0 & 0 & \sigma_{\beta_{4J}} & 0 \\ 0 & 0 & 0 & 0 & 0 & \sigma_{\beta_{5J}} \end{pmatrix}$$

$$\mathbf{S}_K = \begin{pmatrix} \sigma_{\alpha_K} & 0 & 0 \\ 0 & \sigma_{\beta_{1K}} & 0 \\ 0 & 0 & \sigma_{\beta_{2K}} \end{pmatrix} \mathbf{R}_K \begin{pmatrix} \sigma_{\alpha_K} & 0 & 0 \\ 0 & \sigma_{\beta_{1K}} & 0 \\ 0 & 0 & \sigma_{\beta_{2K}} \end{pmatrix}$$

$$\alpha \sim \text{Normal}(3, 1.5)$$

$$\beta_1, \beta_2, \beta_3, \beta_4, \beta_5 \sim \text{Normal}(0, 2)$$

$$\sigma_{\alpha_J}, \sigma_{\beta_{1J}}, \sigma_{\beta_{2J}}, \sigma_{\beta_{3J}}, \sigma_{\beta_{4J}}, \sigma_{\beta_{5J}} \sim \text{Exponential}(1)$$

$$\sigma_{\alpha_K}, \sigma_{\beta_{1K}}, \sigma_{\beta_{2K}} \sim \text{Exponential}(1)$$

$$\sigma \sim \text{Exponential}(1)$$

$$\mathbf{R}_J, \mathbf{R}_K \sim \text{LKJcorr}(2).$$

2.3 Model Diagnostics: Summary Tables

In the following section, we report convergence diagnostics for the models whose results are reported in the main text. In particular, for each model, we provide a table containing (i) the parameter estimates, (ii) the effective sample sizes for each parameter (`Eff . Sample`), and (iii) the \hat{R} values for each parameter (\hat{R}). Note that the reported parameter estimates include the posterior mean (`Estimate`) and 95% credible interval (based on the 2.5th and 97.5th percentiles of the posterior distribution, labelled as `L . 95% CI` and `H . 95% CI`, respectively). This approach marks a departure from the main text, which reports the posterior median and 95% HPDIs, though the two sets of quantities correspond quite closely. In addition to these tables, we also report trace plots for each model parameter. For brevity, we do not include summary tables and trace plots for secondary models whose results are not described in the main text. Instead, these can be found on OSF (<https://osf.io/xwmqn/>).

Study 1

Tables [S6](#) through [S10](#) report convergence diagnostics for Study 1. In particular, we provide diagnostics for our primary model specifications, which treat the text condition as the reference category. Each table corresponds to one of our five (standardized) outcome variables: believability, attitudinal persuasion, sharing intentions, interest in learning more, and personal importance. Note that, because respondents in the control condition did not provide ratings of believability and sharing intentions, parameters for the `control_vs_text` comparison are not available for these outcome measures. For the sake of space, we do not provide a summary of every model parameter (e.g., subject- and message-level random effects).

In all cases, our primary quantities of interest are the fixed effect parameters (denoted within the `fixed` group) for the video versus text comparison (`video_vs_text`) and the text versus control comparison (`control_vs_text`). Parameters within the `video_id` group correspond to message-level random effects, and parameters within the `subject_id` group correspond to respondent-level random effects. Of note, because we had relatively few observations per respondent, in several cases the sampling chains for the respondent-level random effects do not appear sufficiently well mixed, especially for the variance parameters (as evidenced by low effective sample sizes and \hat{R} values exceeding 1). However, in [Section 5.2](#), we demonstrate that, in models that omit these respondent-level random effects, we obtain nearly identical treatment effect estimates.

Group	Term	Estimate	Est. Error	L. 95% CI	H. 95% CI	Eff. Sample	\hat{R}
fixed	Intercept	3.65	0.03	3.59	3.71	3391.18	1.00
fixed	video_vs_text	0.26	0.02	0.23	0.30	16000.00	1.00
residual	sigma	0.80	0.01	0.79	0.82	1031.93	1.00
video_id	sd(Intercept)	0.18	0.02	0.14	0.23	4736.91	1.00
video_id	sd(video_vs_text)	0.05	0.03	0.00	0.11	2166.17	1.00
video_id	cor(Intercept,video_vs_text)	-0.04	0.33	-0.64	0.67	16000.00	1.00
subject_id	sd(Intercept)	0.58	0.02	0.55	0.61	1688.19	1.00
subject_id	sd(video_vs_text)	0.23	0.06	0.08	0.34	287.88	1.02
subject_id	cor(Intercept,video_vs_text)	-0.44	0.09	-0.68	-0.28	1070.07	1.00

Table S6: Model diagnostics for ratings of *believability* in Study 1. Reported parameters come from our preregistered model specification (with text as the reference category). The dependent variable is standardized.

Group	Term	Estimate	Est. Error	L. 95% CI	H. 95% CI	Eff. Sample	\hat{R}
fixed	Intercept	3.19	0.04	3.12	3.26	2128.93	1.00
fixed	video_vs_text	0.08	0.02	0.05	0.11	16000.00	1.00
fixed	control_vs_text	-0.07	0.02	-0.12	-0.03	16000.00	1.00
residual	sigma	0.77	0.01	0.75	0.78	1543.72	1.00
video_id	sd(Intercept)	0.23	0.03	0.18	0.29	4035.81	1.00
video_id	sd(video_vs_text)	0.03	0.02	0.00	0.07	3707.49	1.00
video_id	sd(control_vs_text)	0.08	0.03	0.02	0.13	3612.63	1.00
video_id	cor(Intercept,video_vs_text)	0.07	0.35	-0.63	0.73	16000.00	1.00
video_id	cor(Intercept,control_vs_text)	-0.13	0.24	-0.57	0.38	16000.00	1.00
video_id	cor(video_vs_text,control_vs_text)	-0.25	0.37	-0.84	0.54	3348.35	1.00
subject_id	sd(Intercept)	0.60	0.01	0.58	0.62	2647.84	1.00
subject_id	sd(video_vs_text)	0.06	0.05	0.00	0.17	498.38	1.01
subject_id	sd(control_vs_text)	0.24	0.07	0.06	0.34	403.72	1.00
subject_id	cor(Intercept,video_vs_text)	-0.15	0.30	-0.71	0.55	16000.00	1.00
subject_id	cor(Intercept,control_vs_text)	-0.16	0.12	-0.34	0.09	2368.72	1.00
subject_id	cor(video_vs_text,control_vs_text)	0.04	0.40	-0.73	0.75	279.55	1.01

Table S7: Model diagnostics for ratings of *attitudinal persuasion* in Study 1. Reported parameters come from our preregistered model specification (with text as the reference category). The dependent variable is standardized.

Group	Term	Estimate	Est. Error	L. 95% CI	H. 95% CI	Eff. Sample	\hat{R}
fixed	Intercept	1.84	0.02	1.80	1.88	2261.31	1.00
fixed	video_vs_text	0.08	0.01	0.05	0.10	16000.00	1.00
residual	sigma	0.57	0.00	0.56	0.58	16000.00	1.00
video_id	sd(Intercept)	0.08	0.01	0.06	0.11	5672.56	1.00
video_id	sd(video_vs_text)	0.02	0.02	0.00	0.06	2460.50	1.00
video_id	cor(Intercept,video_vs_text)	-0.05	0.39	-0.75	0.73	12916.97	1.00
subject_id	sd(Intercept)	0.80	0.01	0.78	0.82	3392.58	1.00
subject_id	sd(video_vs_text)	0.07	0.04	0.01	0.15	381.98	1.01
subject_id	cor(Intercept,video_vs_text)	0.37	0.24	-0.03	0.85	1048.19	1.00

Table S8: Model diagnostics for ratings of *sharing intentions* in Study 1. Reported parameters come from our preregistered model specification (with text as the reference category). The dependent variable is standardized.

Group	Term	Estimate	Est. Error	L. 95% CI	H. 95% CI	Eff. Sample	\hat{R}
fixed	Intercept	2.29	0.03	2.24	2.34	3220.59	1.00
fixed	video_vs_text	0.01	0.01	-0.01	0.04	16000.00	1.00
fixed	control_vs_text	-0.05	0.02	-0.08	-0.01	16000.00	1.00
residual	sigma	0.67	0.01	0.66	0.68	716.07	1.00
video_id	sd(Intercept)	0.16	0.02	0.13	0.20	4974.96	1.00
video_id	sd(video_vs_text)	0.03	0.02	0.00	0.07	4098.01	1.00
video_id	sd(control_vs_text)	0.03	0.02	0.00	0.07	4987.23	1.00
video_id	cor(Intercept,video_vs_text)	0.20	0.34	-0.54	0.79	16000.00	1.00
video_id	cor(Intercept,control_vs_text)	0.02	0.36	-0.66	0.72	16000.00	1.00
video_id	cor(video_vs_text,control_vs_text)	0.02	0.40	-0.74	0.76	16000.00	1.00
subject_id	sd(Intercept)	0.71	0.01	0.69	0.73	4017.79	1.00
subject_id	sd(video_vs_text)	0.17	0.05	0.07	0.26	246.53	1.02
subject_id	sd(control_vs_text)	0.29	0.05	0.17	0.38	307.06	1.01
subject_id	cor(Intercept,video_vs_text)	0.07	0.14	-0.13	0.42	365.96	1.01
subject_id	cor(Intercept,control_vs_text)	-0.12	0.08	-0.25	0.06	768.02	1.00
subject_id	cor(video_vs_text,control_vs_text)	0.72	0.18	0.27	0.94	330.99	1.01

Table S9: Model diagnostics for ratings of *interest in learning more* in Study 1. Reported parameters come from our preregistered model specification (with text as the reference category). The dependent variable is standardized.

Group	Term	Estimate	Est. Error	L. 95% CI	H. 95% CI	Eff. Sample	\hat{R}
fixed	Intercept	2.78	0.03	2.72	2.85	1372.70	1.00
fixed	video_vs_text	0.04	0.02	0.01	0.07	16000.00	1.00
fixed	control_vs_text	-0.11	0.02	-0.15	-0.08	16000.00	1.00
residual	sigma	0.77	0.01	0.76	0.79	2402.53	1.00
video_id	sd(Intercept)	0.21	0.02	0.17	0.26	2812.88	1.00
video_id	sd(video_vs_text)	0.02	0.02	0.00	0.06	4182.47	1.00
video_id	sd(control_vs_text)	0.05	0.03	0.00	0.11	2739.85	1.00
video_id	cor(Intercept,video_vs_text)	0.15	0.37	-0.61	0.78	16000.00	1.00
video_id	cor(Intercept,control_vs_text)	0.20	0.31	-0.46	0.76	16000.00	1.00
video_id	cor(video_vs_text,control_vs_text)	-0.01	0.40	-0.74	0.73	6040.13	1.00
subject_id	sd(Intercept)	0.58	0.01	0.56	0.61	5338.84	1.00
subject_id	sd(video_vs_text)	0.07	0.04	0.00	0.17	593.79	1.00
subject_id	sd(control_vs_text)	0.10	0.07	0.00	0.24	475.13	1.01
subject_id	cor(Intercept,video_vs_text)	0.20	0.27	-0.37	0.73	4562.67	1.00
subject_id	cor(Intercept,control_vs_text)	0.06	0.26	-0.45	0.64	3758.99	1.00
subject_id	cor(video_vs_text,control_vs_text)	-0.02	0.40	-0.76	0.73	1404.89	1.00

Table S10: Model diagnostics for ratings of *personal importance* in Study 1. Reported parameters come from our preregistered model specification (with text as the reference category). The dependent variable is standardized.

Study 2

Tables S11 through S14 report convergence diagnostics for Study 2. The tables follow the same structure as in the previous section, though respondents in Study 2 were not asked to rate personal importance. The dependent variable in all cases is again standardized. As in Study 1, the sampling chains were not as well mixed for the respondent-level random effects (within the `subject_id` group). Nevertheless, as we show in Section 5.2, we again obtain nearly identical results when using models that exclude these random effects.

Group	Term	Estimate	Est. Error	L. 95% CI	H. 95% CI	Eff. Sample	\hat{R}
fixed	Intercept	3.34	0.06	3.21	3.46	2246.31	1.00
fixed	video_vs_text	0.28	0.02	0.23	0.32	16000.00	1.00
residual	sigma	0.82	0.01	0.80	0.84	1311.42	1.00
video_id	sd(Intercept)	0.30	0.05	0.22	0.41	4607.29	1.00
video_id	sd(video_vs_text)	0.04	0.03	0.00	0.11	5051.50	1.00
video_id	cor(Intercept,video_vs_text)	0.11	0.39	-0.66	0.80	16000.00	1.00
subject_id	sd(Intercept)	0.51	0.02	0.47	0.56	1287.89	1.00
subject_id	sd(video_vs_text)	0.20	0.08	0.05	0.36	396.94	1.01
subject_id	cor(Intercept,video_vs_text)	-0.54	0.14	-0.83	-0.27	3374.78	1.00

Table S11: Model diagnostics for ratings of *believability* in Study 2. Reported parameters come from our preregistered model specification (with text as the reference category). The dependent variable is standardized.

Group	Term	Estimate	Est. Error	L. 95% CI	H. 95% CI	Eff. Sample	\hat{R}
fixed	Intercept	3.26	0.08	3.10	3.42	1267.57	1.01
fixed	video_vs_text	0.11	0.02	0.07	0.16	16000.00	1.00
fixed	control_vs_text	-0.14	0.04	-0.21	-0.07	11812.30	1.00
residual	sigma	0.83	0.01	0.81	0.85	2257.48	1.00
video_id	sd(Intercept)	0.38	0.06	0.28	0.52	3447.53	1.00
video_id	sd(video_vs_text)	0.05	0.03	0.00	0.12	3973.89	1.00
video_id	sd(control_vs_text)	0.11	0.04	0.03	0.20	3517.00	1.00
video_id	cor(Intercept,video_vs_text)	-0.00	0.34	-0.64	0.66	16000.00	1.00
video_id	cor(Intercept,control_vs_text)	0.14	0.27	-0.40	0.65	13073.27	1.00
video_id	cor(video_vs_text,control_vs_text)	0.00	0.38	-0.72	0.70	3973.86	1.00
subject_id	sd(Intercept)	0.42	0.02	0.39	0.45	4458.22	1.00
subject_id	sd(video_vs_text)	0.06	0.05	0.00	0.19	782.85	1.01
subject_id	sd(control_vs_text)	0.17	0.10	0.01	0.36	480.85	1.01
subject_id	cor(Intercept,video_vs_text)	-0.04	0.34	-0.68	0.67	8320.77	1.00
subject_id	cor(Intercept,control_vs_text)	0.03	0.27	-0.42	0.64	1540.48	1.00
subject_id	cor(video_vs_text,control_vs_text)	0.07	0.41	-0.71	0.79	937.57	1.00

Table S12: Model diagnostics for ratings of *attitudinal persuasion* in Study 2. Reported parameters come from our preregistered model specification (with text as the reference category). The dependent variable is standardized.

Group	Term	Estimate	Est. Error	L. 95% CI	H. 95% CI	Eff. Sample	\hat{R}
fixed	Intercept	1.88	0.03	1.82	1.93	4791.78	1.00
fixed	video_vs_text	0.08	0.02	0.03	0.12	9302.69	1.00
residual	sigma	0.58	0.01	0.56	0.59	2107.87	1.00
video_id	sd(Intercept)	0.10	0.02	0.07	0.15	8038.72	1.00
video_id	sd(video_vs_text)	0.09	0.02	0.05	0.14	7603.24	1.00
video_id	cor(Intercept,video_vs_text)	0.57	0.24	0.03	0.93	7789.42	1.00
subject_id	sd(Intercept)	0.80	0.01	0.77	0.83	5335.53	1.00
subject_id	sd(video_vs_text)	0.06	0.05	0.00	0.19	294.89	1.01
subject_id	cor(Intercept,video_vs_text)	-0.03	0.32	-0.70	0.68	16000.00	1.00

Table S13: Model diagnostics for ratings of *sharing intentions* in Study 2. Reported parameters come from our preregistered model specification (with text as the reference category). The dependent variable is standardized.

Group	Term	Estimate	Est. Error	L. 95% CI	H. 95% CI	Eff. Sample	\hat{R}
fixed	Intercept	2.17	0.04	2.09	2.25	1945.90	1.00
fixed	video_vs_text	0.01	0.02	-0.03	0.05	16000.00	1.00
fixed	control_vs_text	-0.01	0.02	-0.06	0.04	16000.00	1.00
residual	sigma	0.64	0.01	0.63	0.65	503.39	1.01
video_id	sd(Intercept)	0.17	0.03	0.12	0.24	5103.26	1.00
video_id	sd(video_vs_text)	0.05	0.03	0.00	0.10	3499.78	1.00
video_id	sd(control_vs_text)	0.05	0.03	0.00	0.12	3951.04	1.00
video_id	cor(Intercept,video_vs_text)	0.10	0.33	-0.56	0.70	16000.00	1.00
video_id	cor(Intercept,control_vs_text)	-0.17	0.34	-0.76	0.56	16000.00	1.00
video_id	cor(video_vs_text,control_vs_text)	-0.15	0.39	-0.81	0.64	8254.82	1.00
subject_id	sd(Intercept)	0.75	0.01	0.72	0.77	4742.70	1.00
subject_id	sd(video_vs_text)	0.10	0.07	0.00	0.24	157.66	1.02
subject_id	sd(control_vs_text)	0.11	0.08	0.00	0.28	285.87	1.01
subject_id	cor(Intercept,video_vs_text)	-0.03	0.26	-0.55	0.56	6014.83	1.00
subject_id	cor(Intercept,control_vs_text)	-0.04	0.26	-0.55	0.56	7823.42	1.00
subject_id	cor(video_vs_text,control_vs_text)	0.13	0.42	-0.71	0.81	780.87	1.01

Table S14: Model diagnostics for ratings of *interest in learning more* in Study 2. Reported parameters come from our preregistered model specification (with text as the reference category). The dependent variable is standardized.

2.4 Model Diagnostics: Trace Plots

In the following section, we produce trace plots for the key parameters from our main model specifications, as reported in the summary tables above. Figures S2 through S6 contain the trace plots for Study 1, and Figures S7 through S10 contain the trace plots for Study 2. As noted above, these plots indicate that the sampling chains for the respondent-level random effects (denoted as `subject_id`) are less well-mixed than for other parameters, particularly for the variance parameters (denoted as `sd`).

Study 1

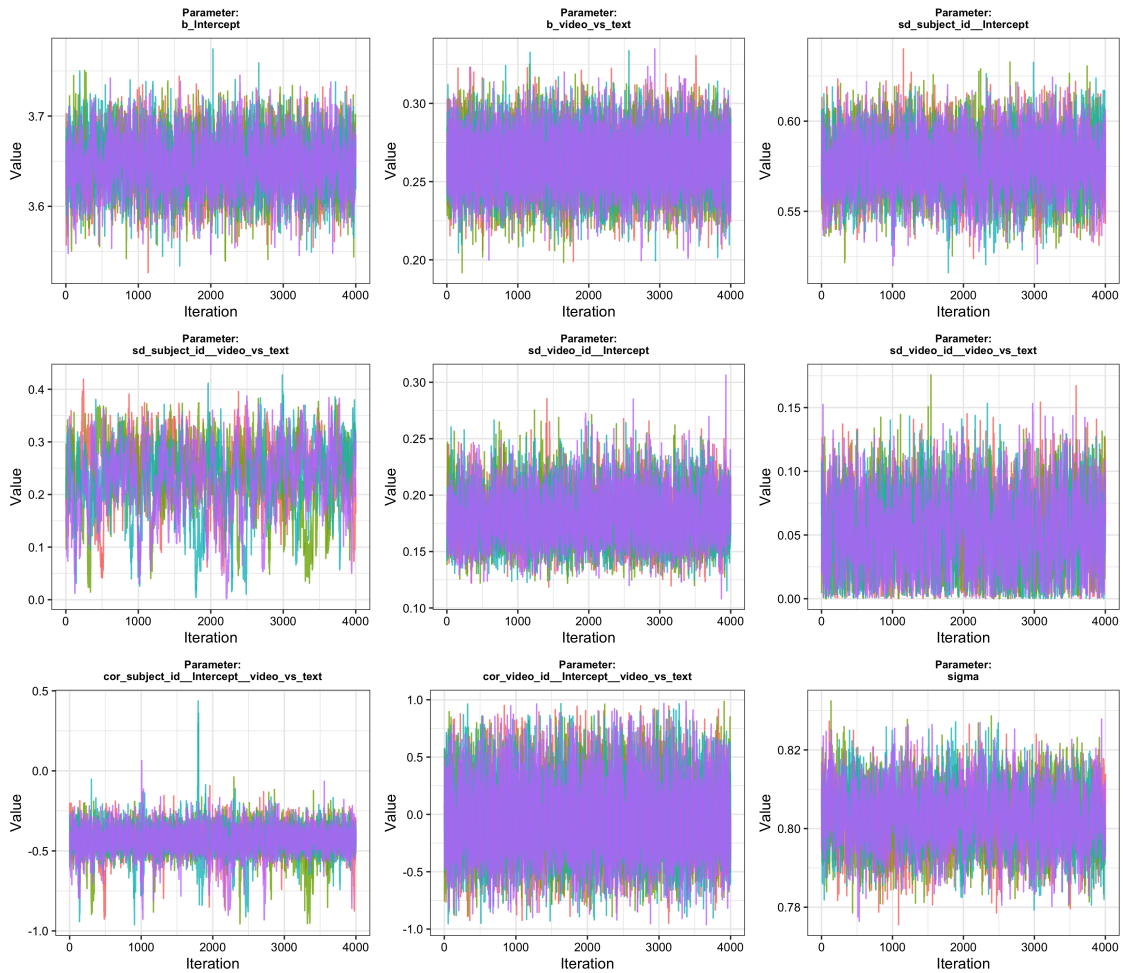


Figure S2: Trace plots for the *believability* outcome, Study 1.

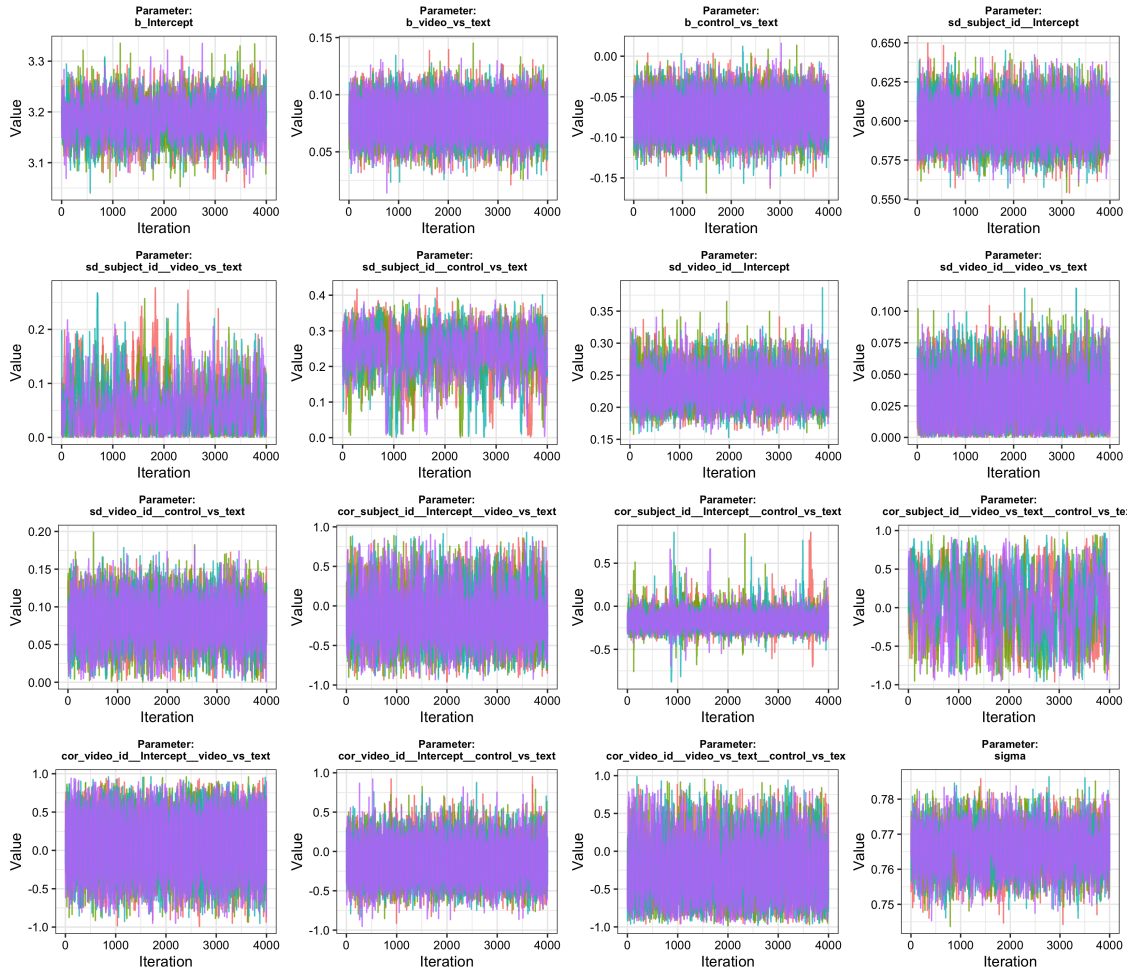


Figure S3: Trace plots for the *attitudinal persuasion* outcome, Study 1.

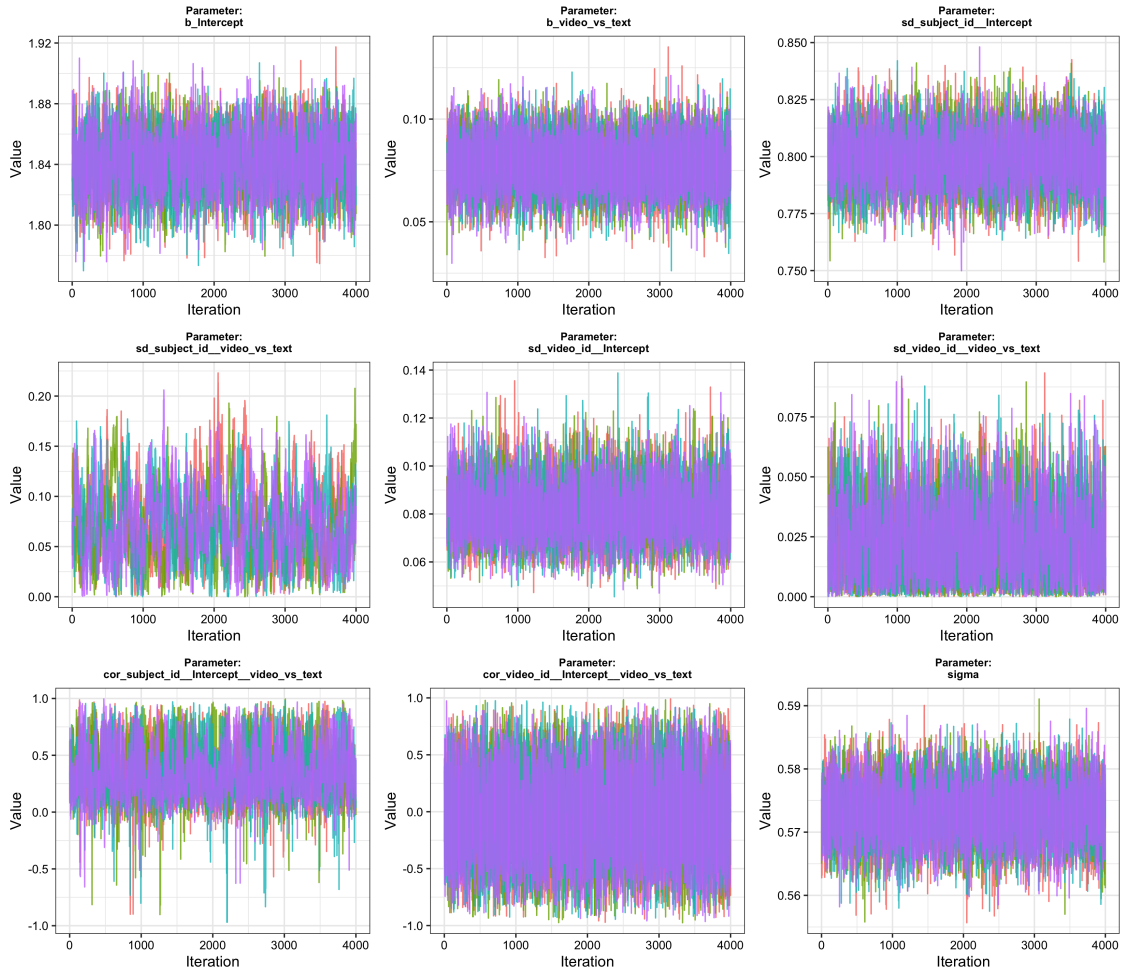


Figure S4: Trace plots for the *sharing intentions* outcome, Study 1.

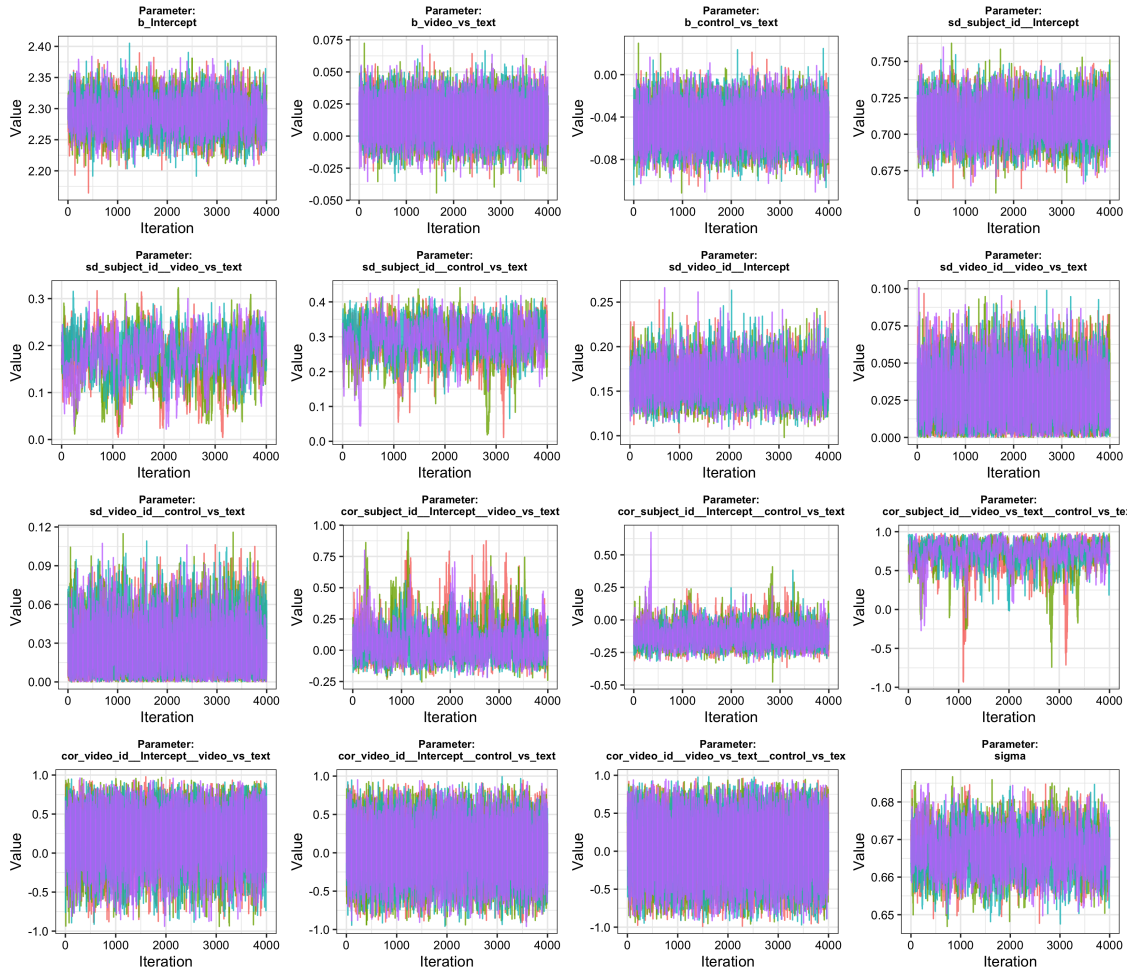


Figure S5: Trace plots for the *interest in learning more* outcome, Study 1.

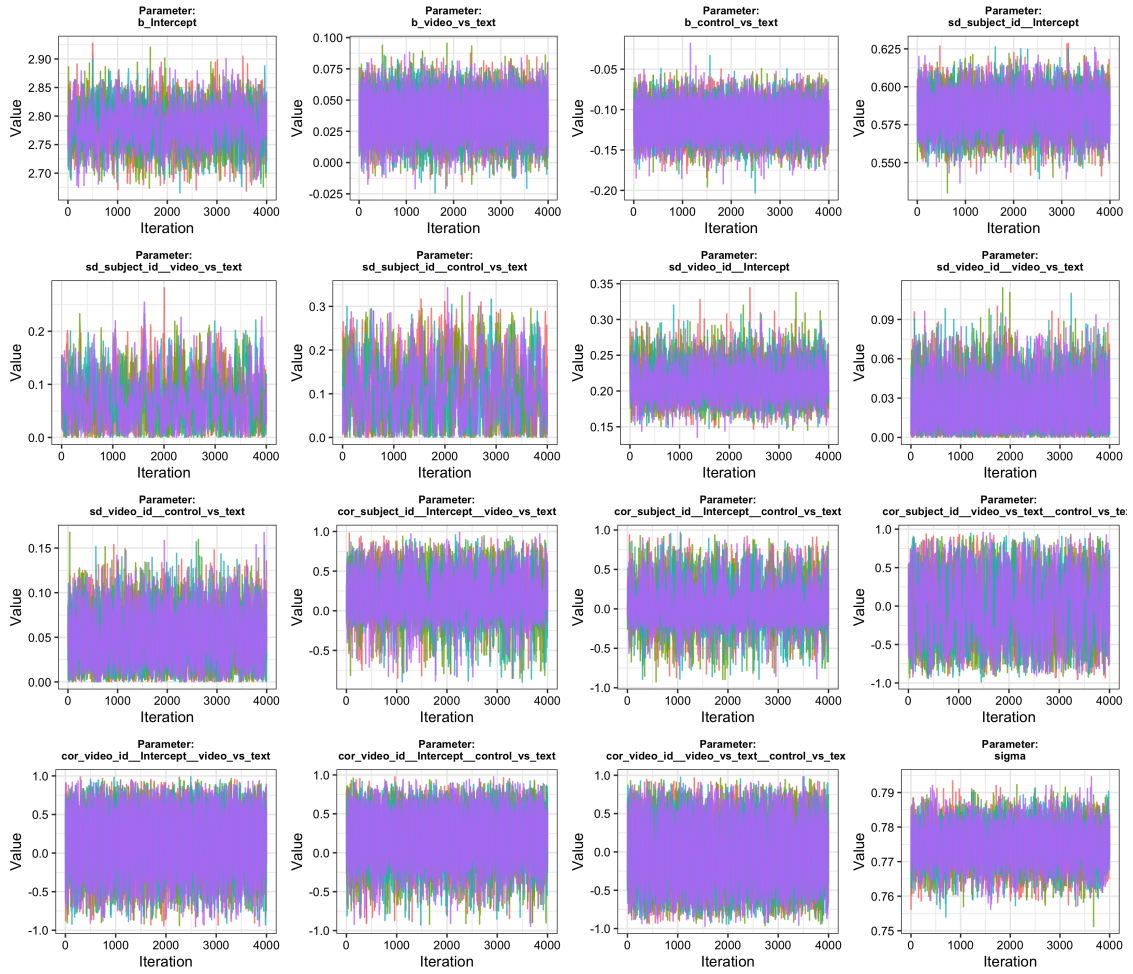


Figure S6: Trace plots for the *personal importance* outcome, Study 1.

Study 2

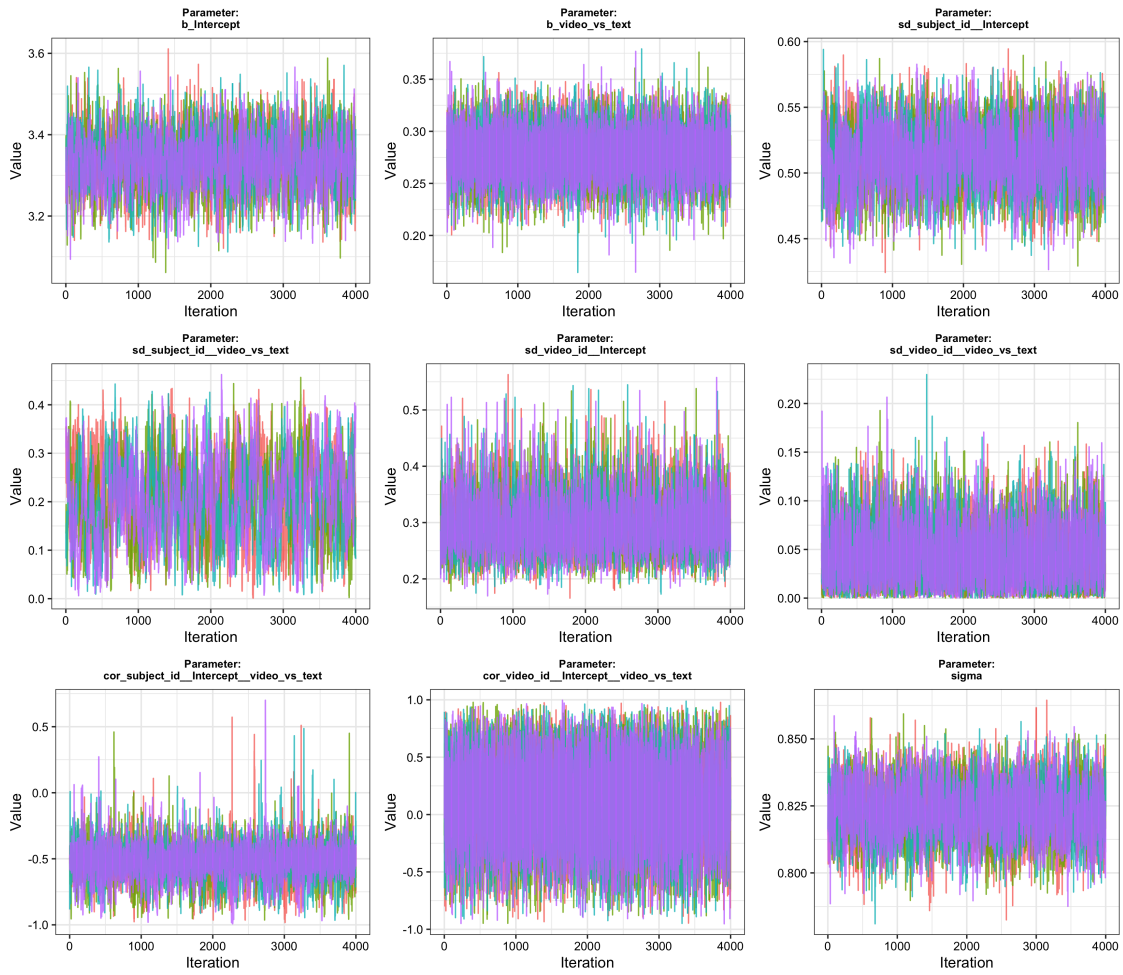


Figure S7: Trace plots for the *believability* outcome, Study 2.

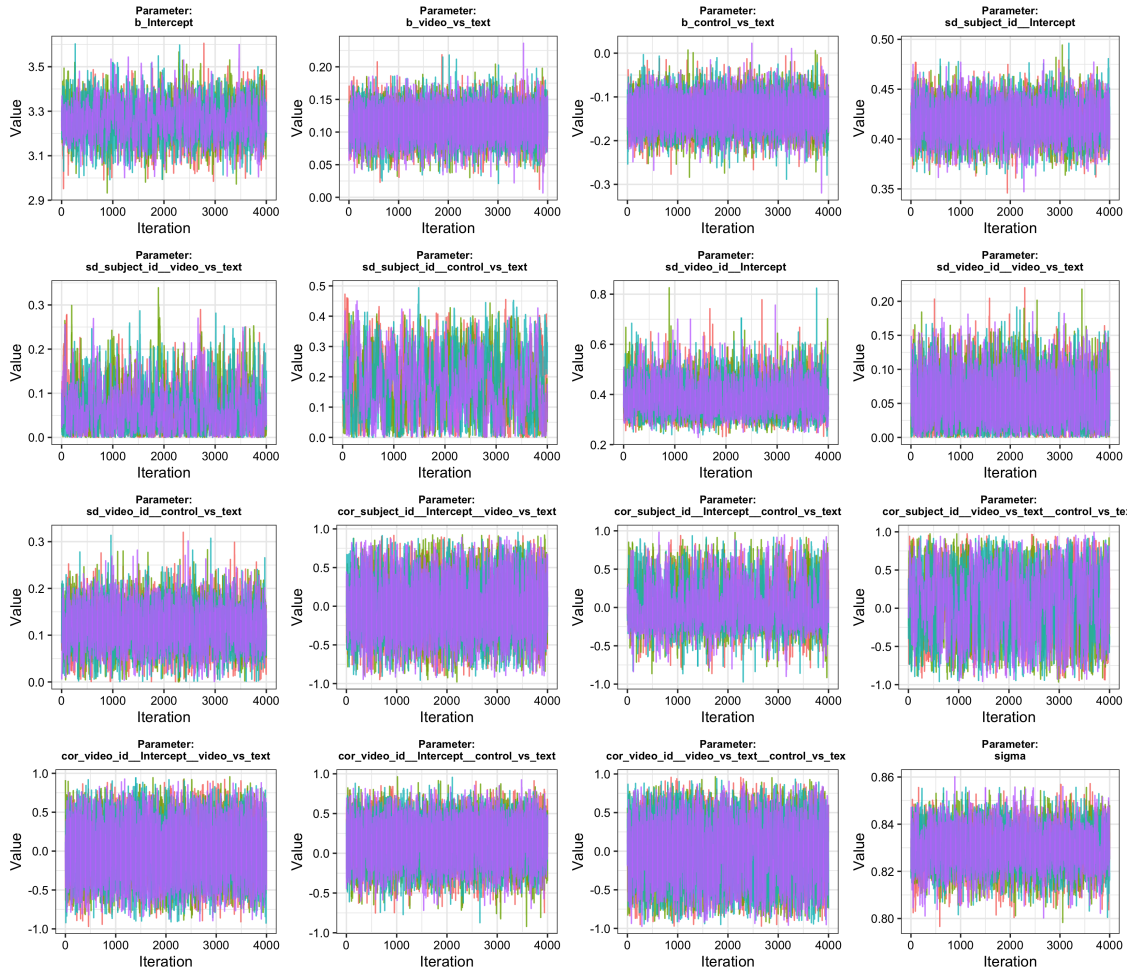


Figure S8: Trace plots for the *attitudinal persuasion* outcome, Study 2.

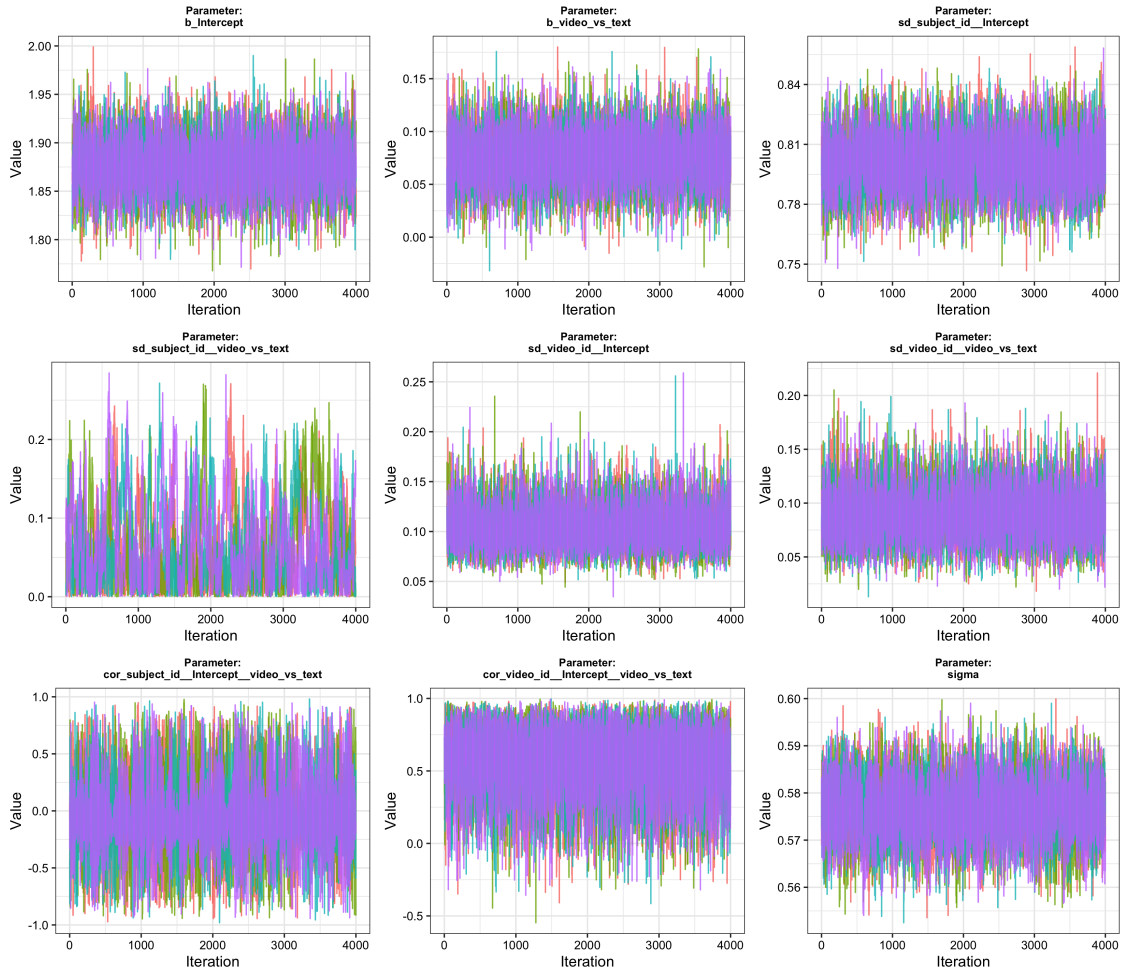


Figure S9: Trace plots for the *sharing intentions* outcome, Study 2.

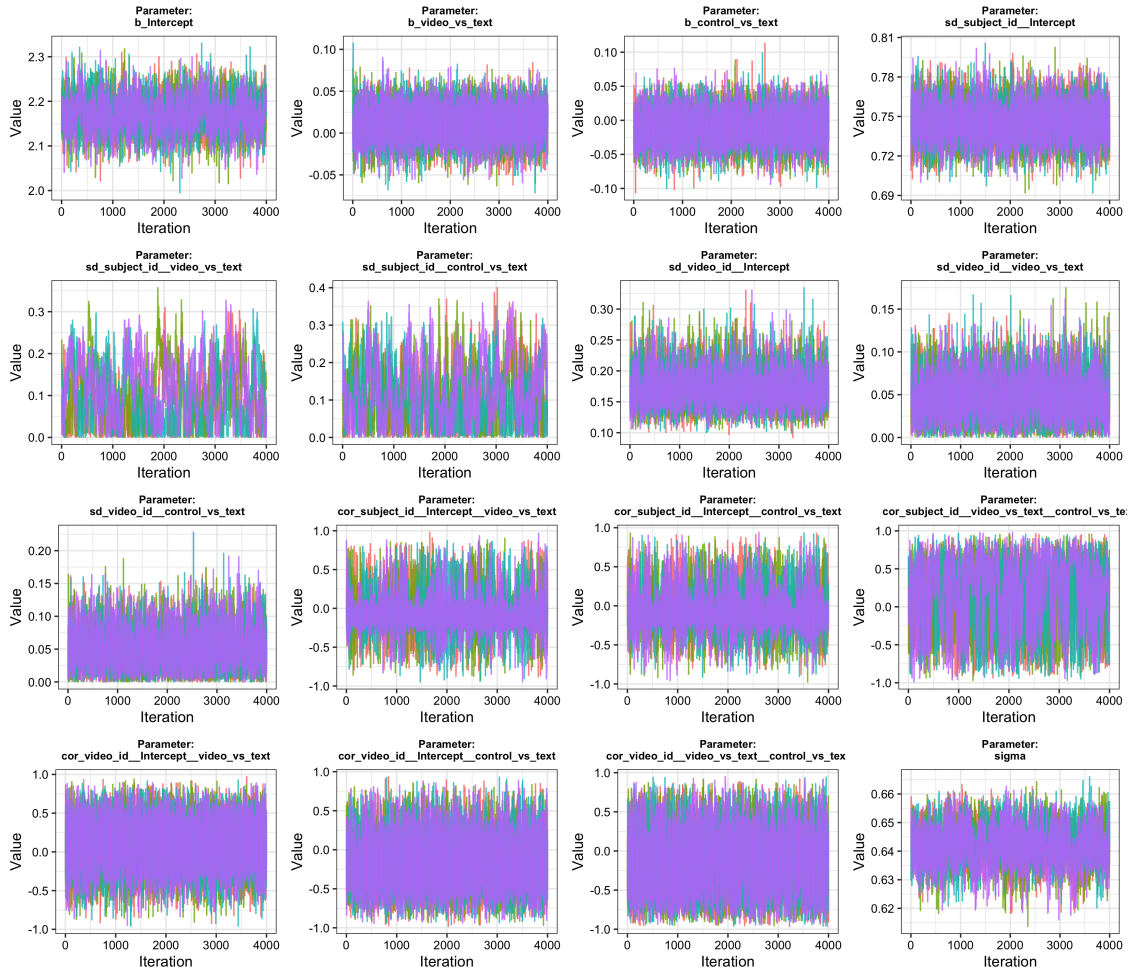


Figure S10: Trace plots for the *interest in learning more* outcome, Study 2.

3 Data Description

In this section, we display average ratings, disaggregated by persuasive message and experimental condition, for each study. Figures S11 through S15 show average ratings for Study 1, and Figures S16 through S19 show average ratings for Study 2. Ratings of believability and sharing intentions are not available for respondents in the control condition, who were not asked these items. In addition, ratings of personal importance are only available for Study 1. 95% confidence intervals are displayed in all cases.

3.1 Study 1

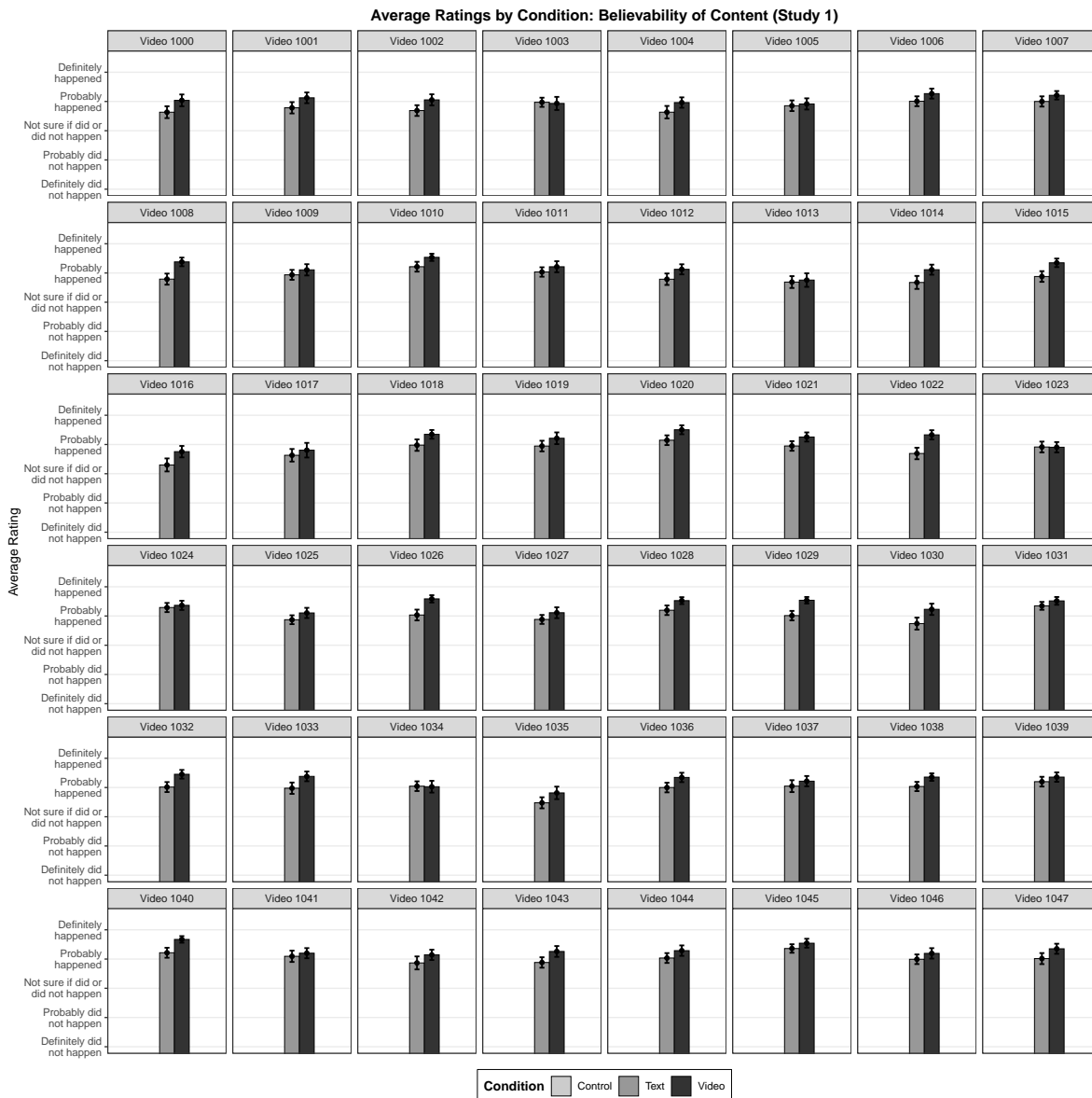


Figure S11: Average ratings of *believability*, disaggregated by experimental condition, for Study 1. 95% confidence intervals are displayed.

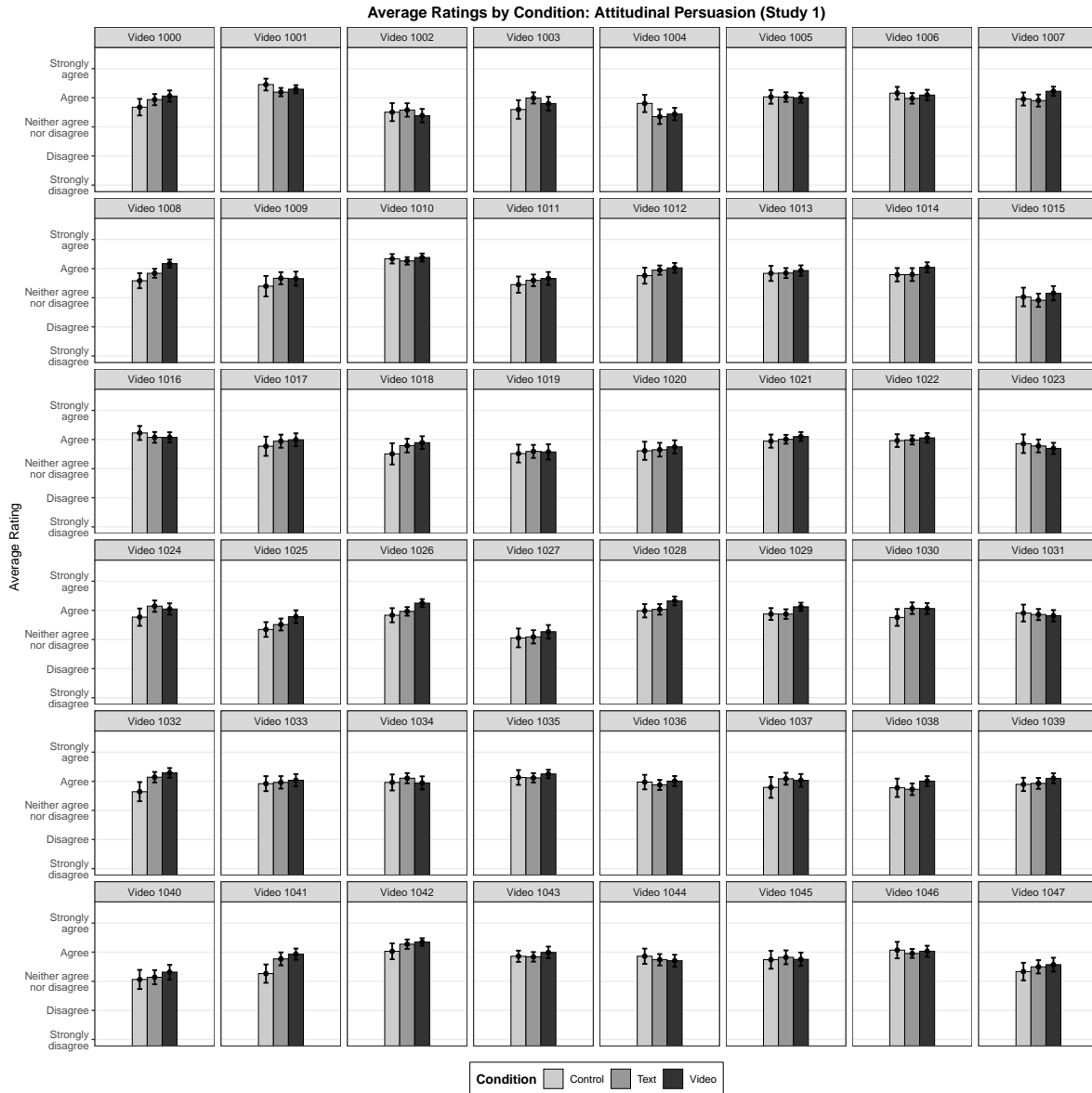


Figure S12: Average ratings of *attitudinal persuasion*, disaggregated by experimental condition, for Study 1. 95% confidence intervals are displayed.

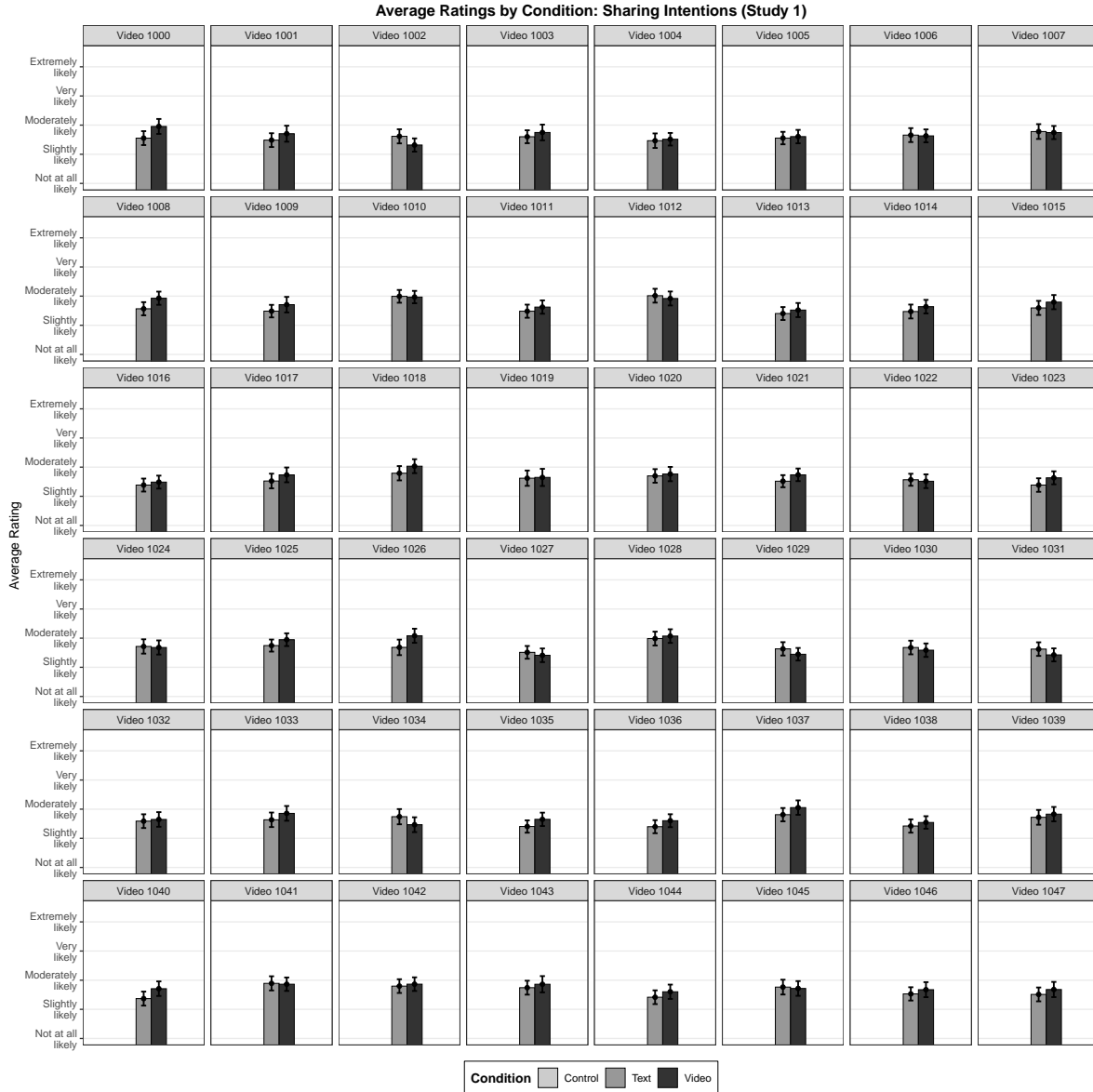


Figure S13: Average ratings of *sharing intentions*, disaggregated by experimental condition, for Study 1. 95% confidence intervals are displayed.

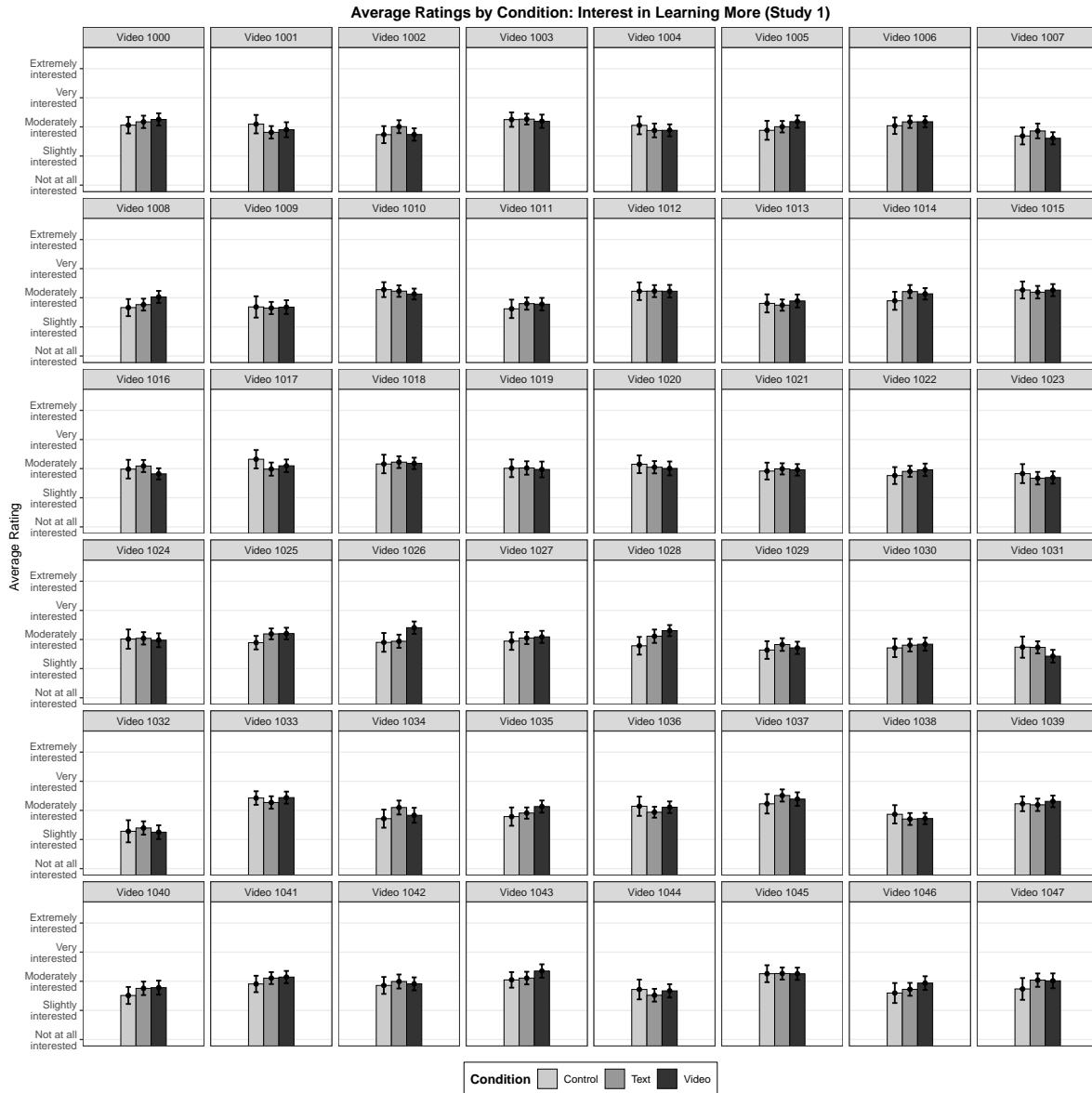


Figure S14: Average ratings of *interest in learning more*, disaggregated by experimental condition, for Study 1. 95% confidence intervals are displayed.

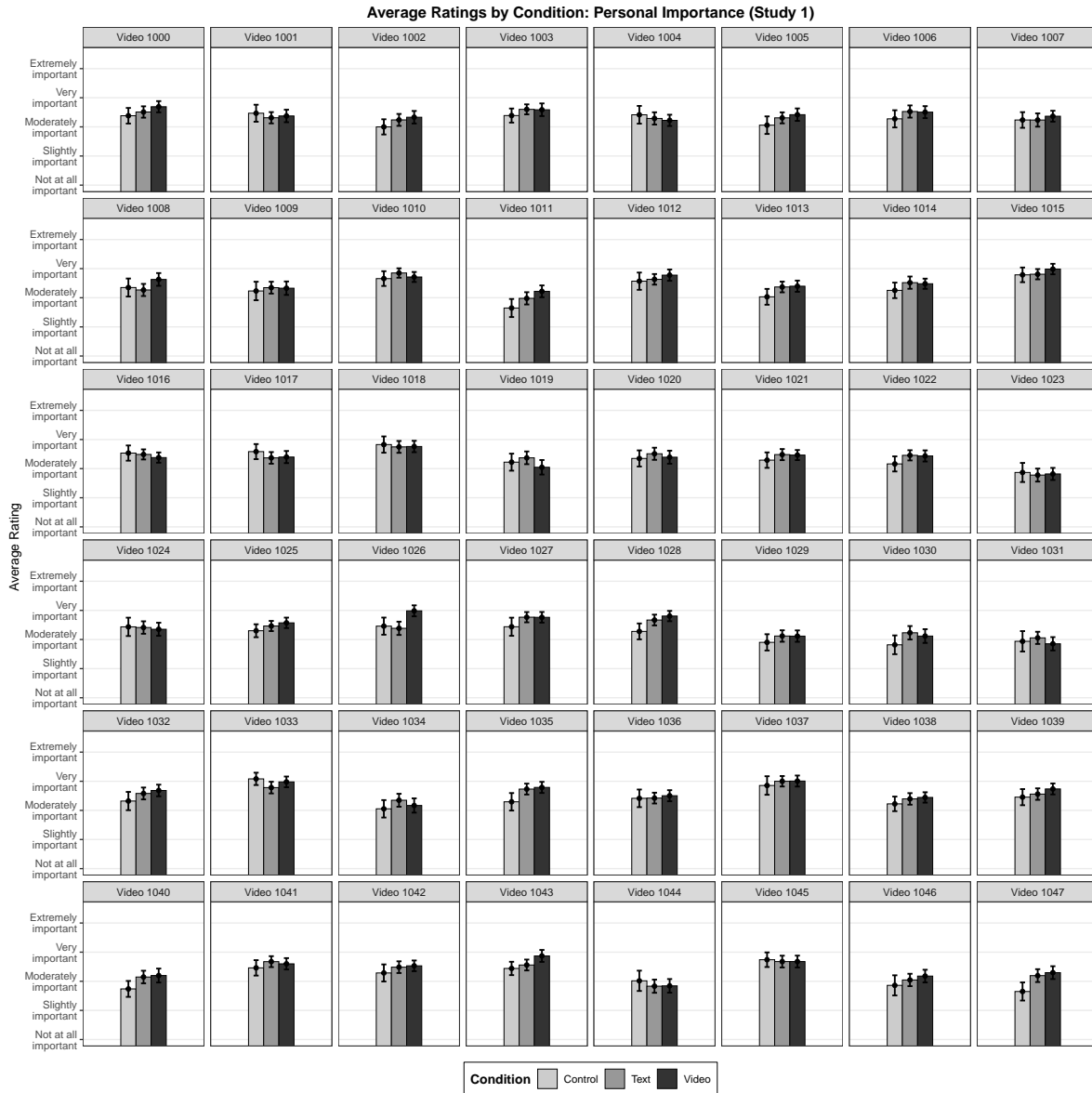


Figure S15: Average ratings of *personal importance*, disaggregated by experimental condition, for Study 1. 95% confidence intervals are displayed.

3.2 Study 2

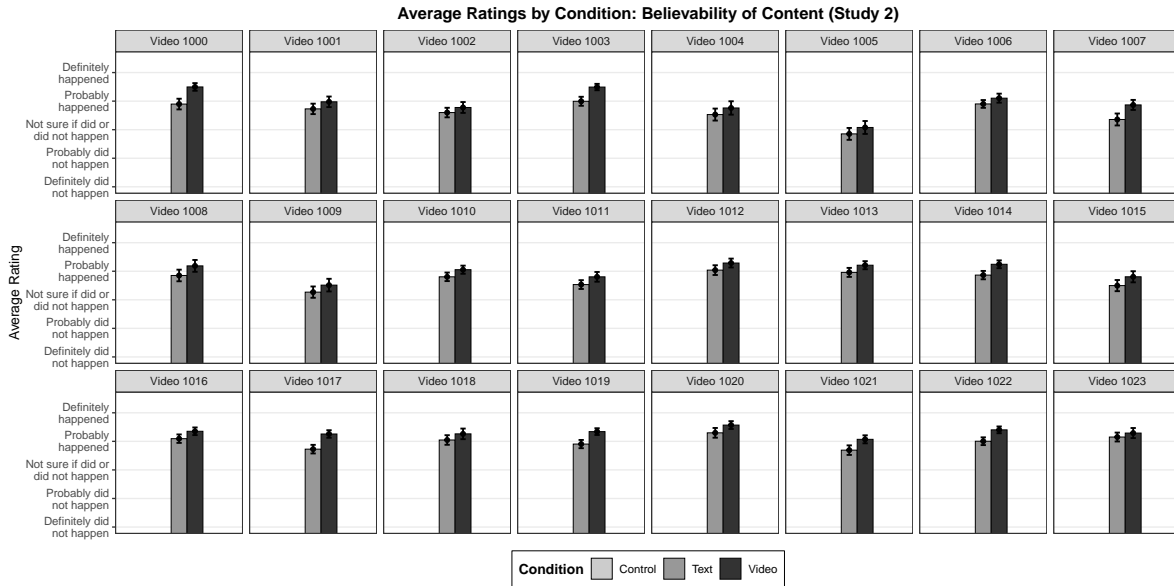


Figure S16: Average ratings of *believability*, disaggregated by experimental condition, for Study 2. 95% confidence intervals are displayed.

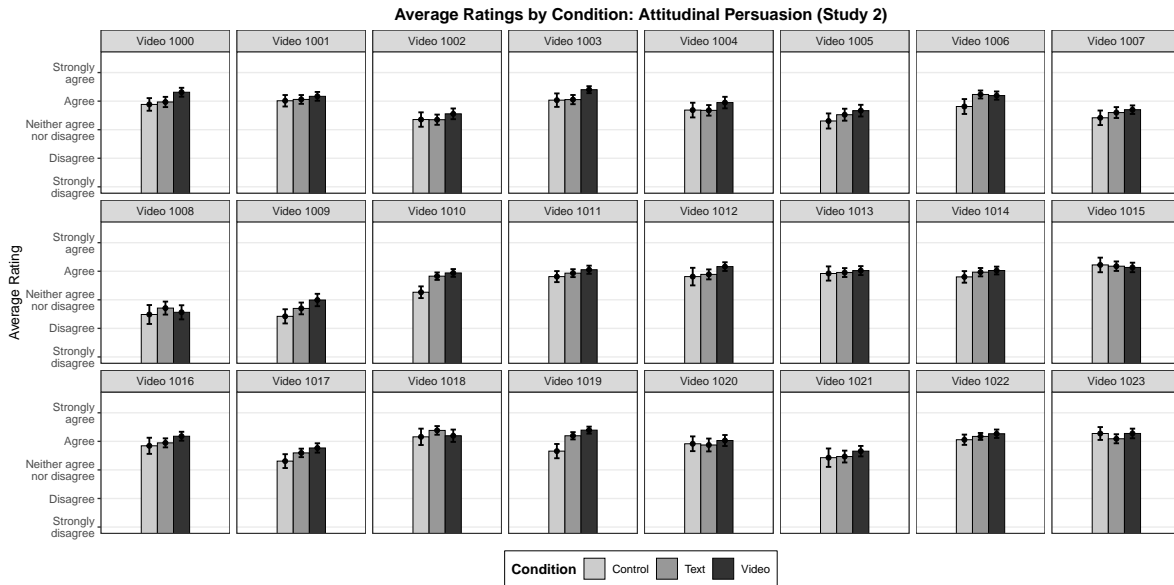


Figure S17: Average ratings of *attitudinal persuasion*, disaggregated by experimental condition, for Study 2. 95% confidence intervals are displayed.

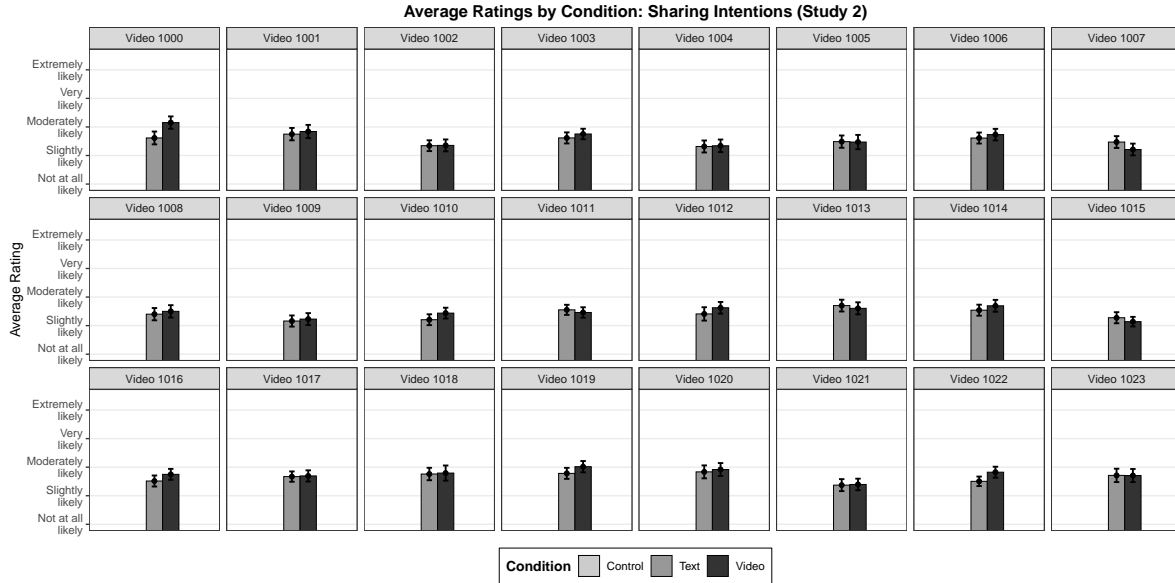


Figure S18: Average ratings of *sharing intentions*, disaggregated by experimental condition, for Study 2. 95% confidence intervals are displayed.

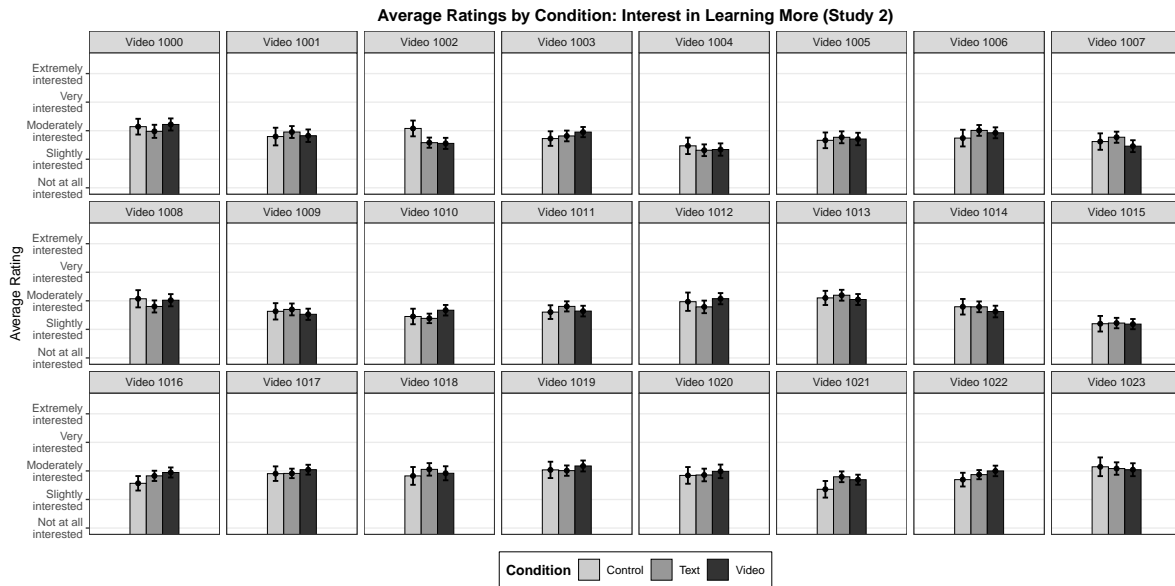


Figure S19: Average ratings of *interest in learning more*, disaggregated by experimental condition, for Study 2. 95% confidence intervals are displayed.

4 Preregistered Analyses

4.1 Comparison to Control Condition

Figures S20 and S21 plot the standardized treatment effects of assignment to each of the treatment groups, relative to the control condition. Of note, respondents in the control condition were not asked to provide ratings of believability and sharing intentions. In addition, ratings of personal importance are only available for Study 1. The treatment effects in all cases are expressed in terms of standard deviations of the outcome scale.

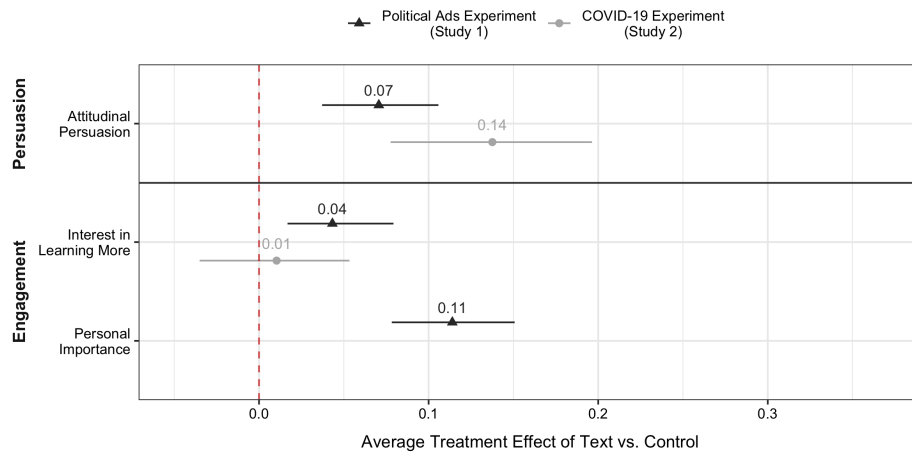


Figure S20: Average treatment effect (ATE) of assignment to the *text versus control* condition on ratings of persuasion and personal engagement. All estimates are expressed in terms of standard deviations. The point estimate of the ATE is based on the posterior median; specifically, we compute the median of the posterior distribution on the fixed effect parameter for the dummy variable indicating assignment to the text versus control condition. 95% HPDIs are displayed.

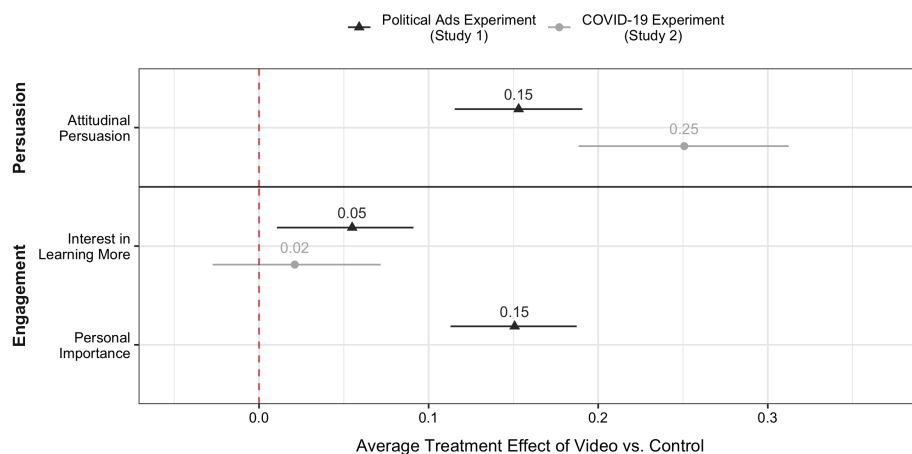


Figure S21: Average treatment effect (ATE) of assignment to the *video versus control* condition on ratings of persuasion and personal engagement. All estimates are expressed in terms of standard deviations. The point estimate of the ATE is based on the posterior median; specifically, we compute the median of the posterior distribution on the fixed effect parameter for the dummy variable indicating assignment to the video versus control condition. 95% HPDIs are displayed.

4.2 Results Using Untransformed Dependent Variables

The main results reported in the paper come from models with standardized dependent variables, such that the estimated effects may be interpreted in units of standard deviations. In this section, we instead display the results from models using the untransformed dependent variables, where all reported effects are expressed in terms of Likert-scale points (based on a five-point scale). Figure S22 plots the estimated ATE of assignment to video versus text, and Figure S23 plots the estimated ATE of assignment to text versus the control. Note that respondents in the control condition were not asked to rate the believability of the message or their likelihood of sharing the message with others; as such, for these two measures we do not compute ATEs for the comparison between the text and control conditions.

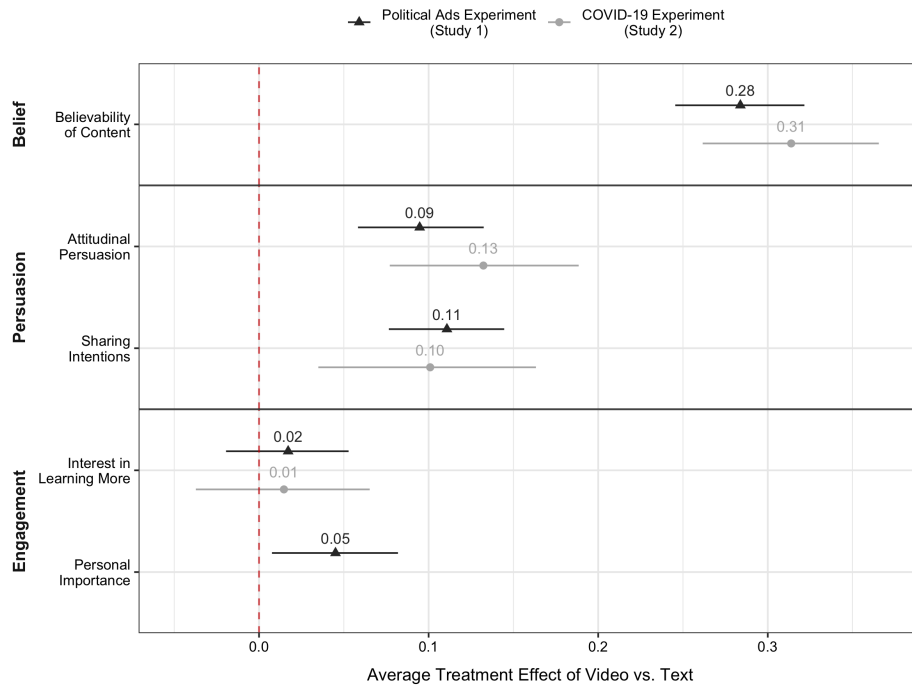


Figure S22: Average treatment effect (ATE) of assignment to the video versus text condition on ratings of believability, persuasion, and personal engagement. All items are measured using five-point scales. The point estimate of the ATE is based on the posterior median; specifically, we compute the median of the posterior distribution on the fixed effect parameter for the dummy variable indicating assignment to the video versus text condition. 95% HPDIs are displayed. Note that ratings of personal importance are only available for Study 1.

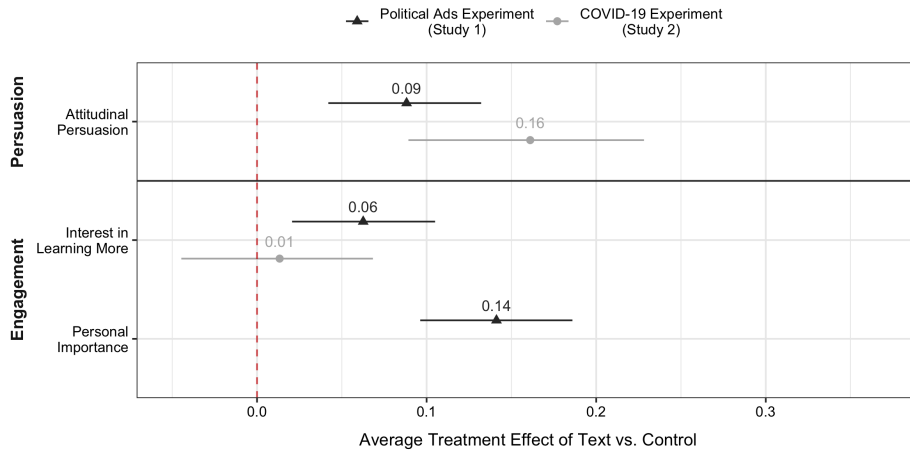


Figure S23: Average treatment effect (ATE) of assignment to the text versus control condition on ratings of persuasion and personal engagement. All items are measured using five-point scales. The point estimate of the ATE is based on the posterior median; specifically, we compute the median of the posterior distribution on the fixed effect parameter for the dummy variable indicating assignment to the text versus control condition. 95% HPDIs are displayed. Note that ratings of personal importance are only available for Study 1.

Figure S24 plots the estimated ATE of assignment to video versus text, disaggregated by persuasive message. The top panel presents differences in *believability* across the video and text conditions, and the bottom panel presents differences in *attitudes* across these two conditions. Effects are shaded based on the study in which each message appeared (Study 1 in black, Study 2 in gray); messages from Study 1 are also labeled using the *s1* prefix, whereas messages from Study 2 are identified using the *s2* prefix. Additional details about the content of each message are available in Tables S2 and S3. Note that, due to the use of multi-level modeling (see Section 2.1), these message-level effects are mildly regularized. As a robustness check, in Section 5.1 we report results from a series of OLS models estimating the difference in means between the video and text conditions for each message.

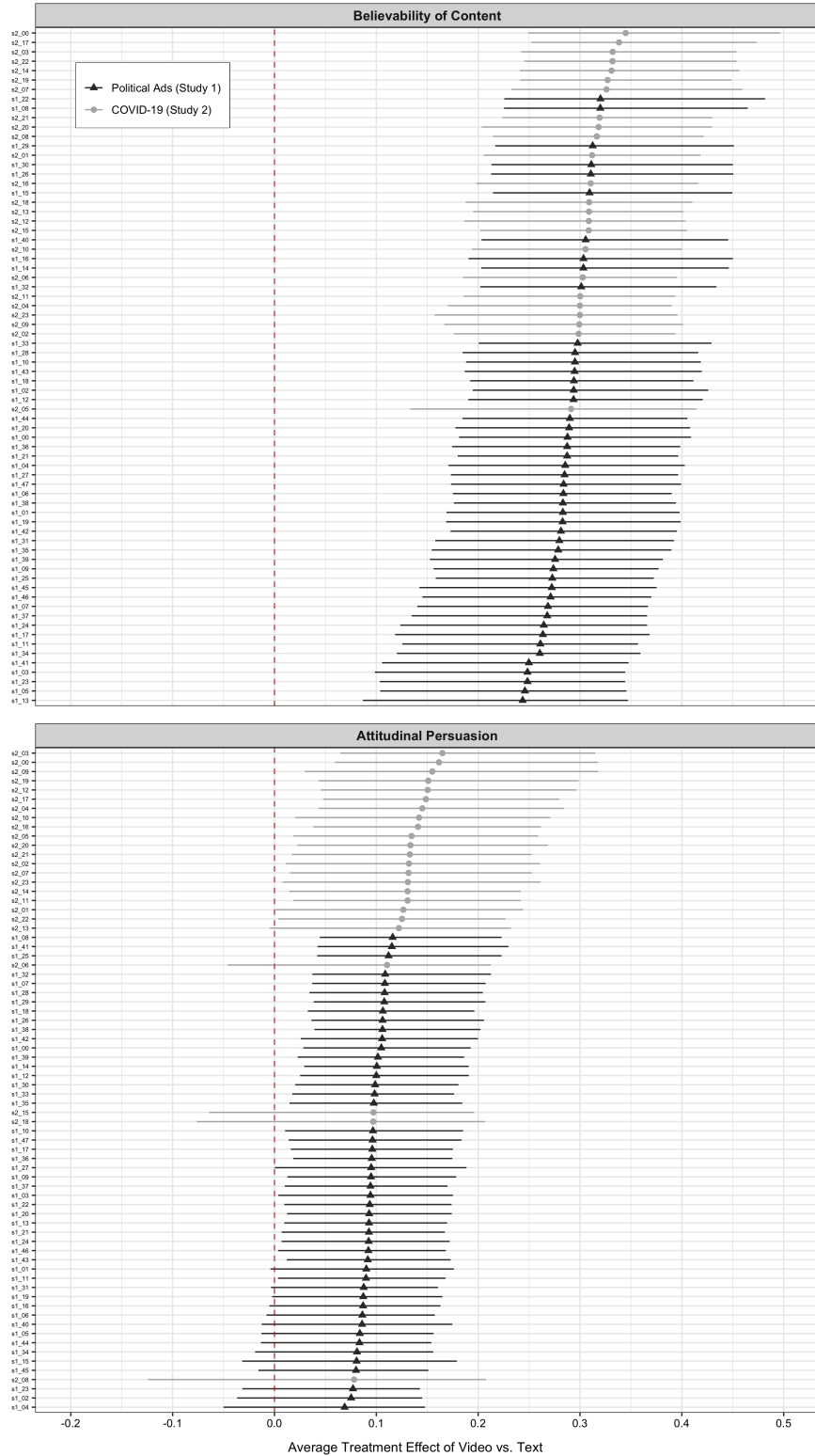


Figure S24: Average treatment effect of assignment to the video versus text condition, disaggregated by persuasive message. All items are measured using five-point scales. Posterior medians and 95% HPDIs are displayed.

4.3 Moderator Models

Figures S25 and S26 show the main results for our moderator analyses. Figure S25 plots the estimates for models with standardized dependent variables (expressed in terms of standard deviations of the outcome scale), and Figure S26 plots the estimates for models with untransformed dependent variables (expressed in terms of Likert-scale points). As noted in Section 2.2, all moderator variables are treated as continuous. Note that ratings of personal importance (shown in the bottom row of each plot) were only measured for Study 1. In addition, because Study 1 contained exclusively political clips, comparisons of political versus non-political videos (shown in the right-most column of each plot) are only available for Study 2.

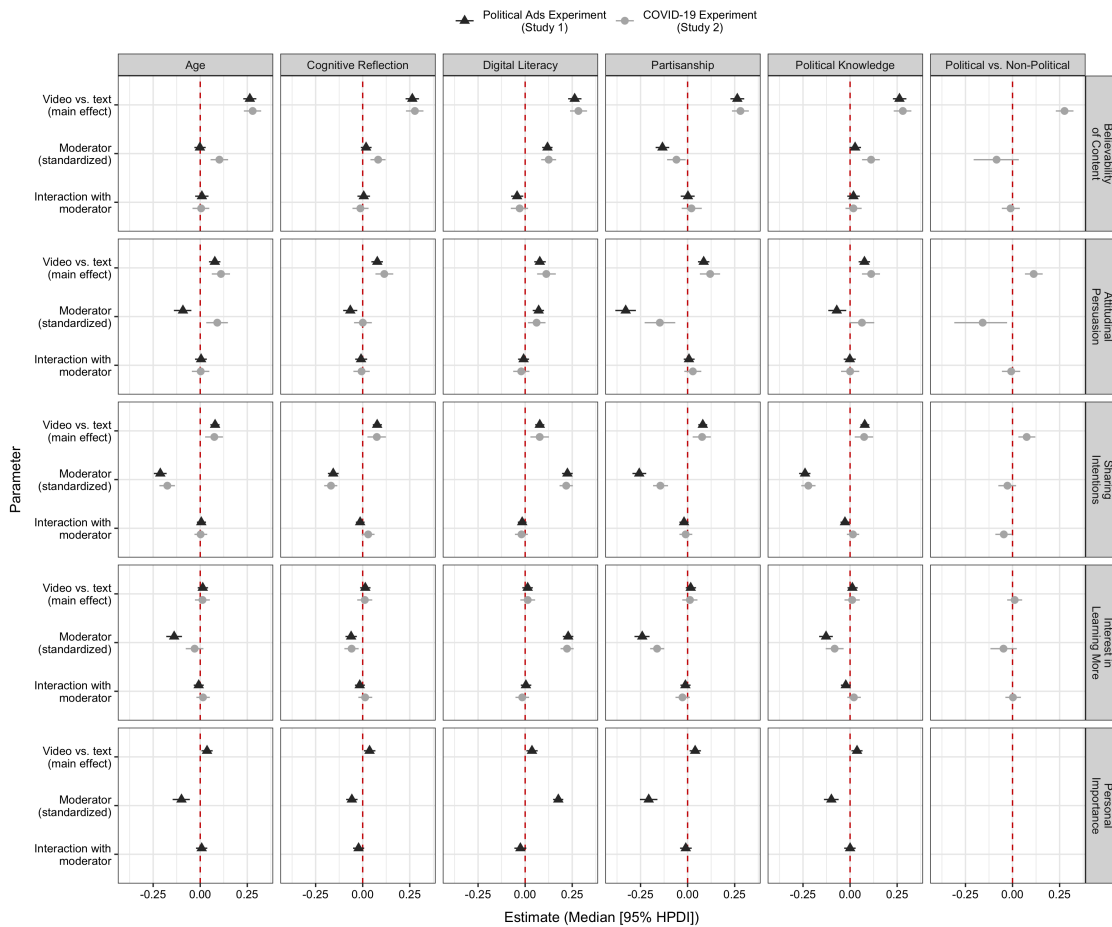


Figure S25: Differences in the average treatment effect of assignment to the video versus text condition based on respondent characteristics (age, cognitive reflection, digital literacy, partisanship, and political knowledge) and message characteristics (political vs. non-political, Study 2 only), with *standardized* dependent variables. The moderator variables in all cases are standardized, and the posterior medians and 95% HPDIs are displayed. Note that personal importance was only asked in Study 1.

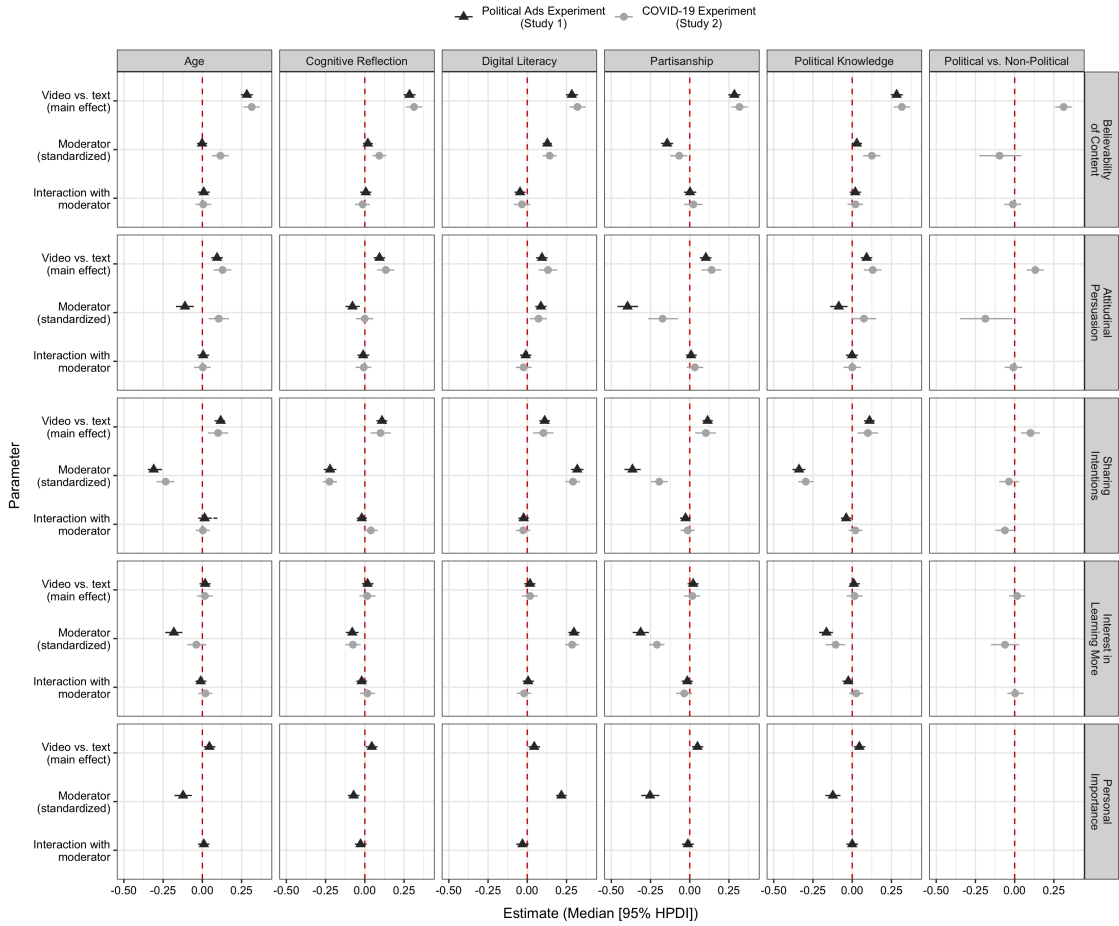


Figure S26: Differences in the average treatment effect of assignment to the video versus text condition based on respondent characteristics (age, cognitive reflection, digital literacy, partisanship, and political knowledge) and message characteristics (political vs. non-political, Study 2 only), with *untransformed* dependent variables. The moderator variables in all cases are standardized, and the posterior medians and 95% HPDIs are displayed. Note that personal importance was only asked in Study 1.

5 Robustness Checks

5.1 OLS Models

The following section presents naïve estimates of our average treatment effects from pooled OLS models with standard errors clustered by respondent. Figures S27 and S28 plot ATE estimates from models with standardized dependent variables, whereas Figures S29 and S30 plot ATE estimates from models with untransformed dependent variables. Overall, the estimated effects are nearly identical – in both size and direction – to the results using our Bayesian multi-level models, suggesting the robustness of our findings to alternative model specifications.

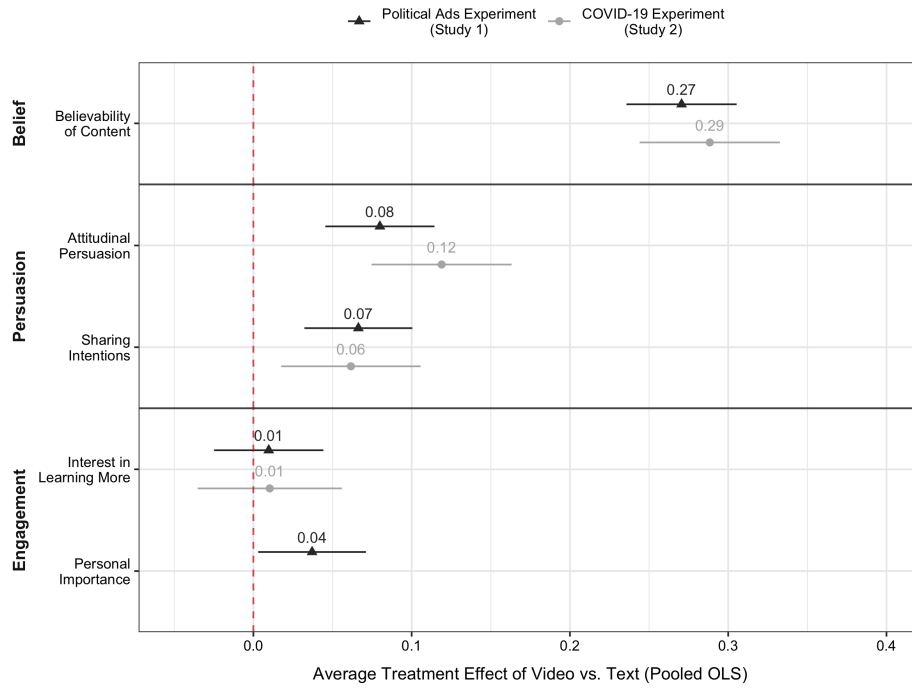


Figure S27: Average treatment effect (ATE) of assignment to the video versus text condition on ratings of believability, persuasion, and personal engagement. All estimates are expressed in terms of standard deviations. Estimated effects and 95% confidence intervals come from pooled OLS models with standard errors clustered by respondent. Note that ratings of personal importance are only available for Study 1.

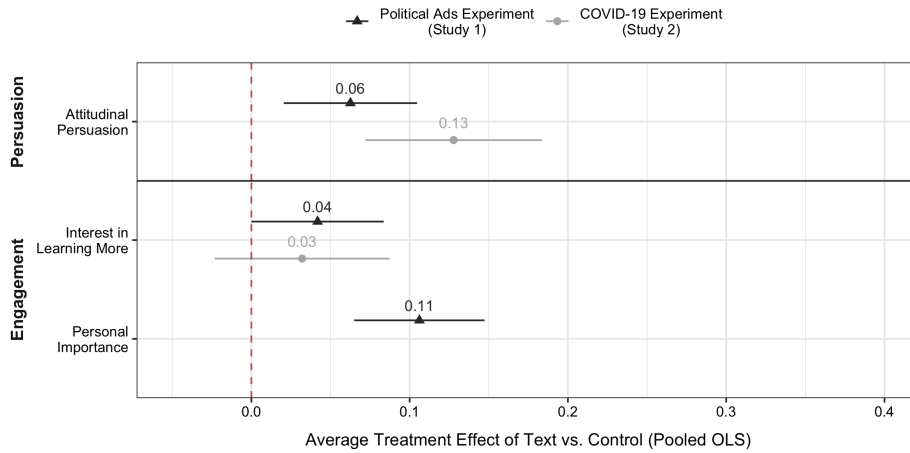


Figure S28: Average treatment effect (ATE) of assignment to the text versus control condition on ratings of persuasion and personal engagement. All estimates are expressed in terms of standard deviations. Estimated effects and 95% confidence intervals come from pooled OLS models with standard errors clustered by respondent. Note that ratings of personal importance are only available for Study 1.

Results Using Untransformed Dependent Variables

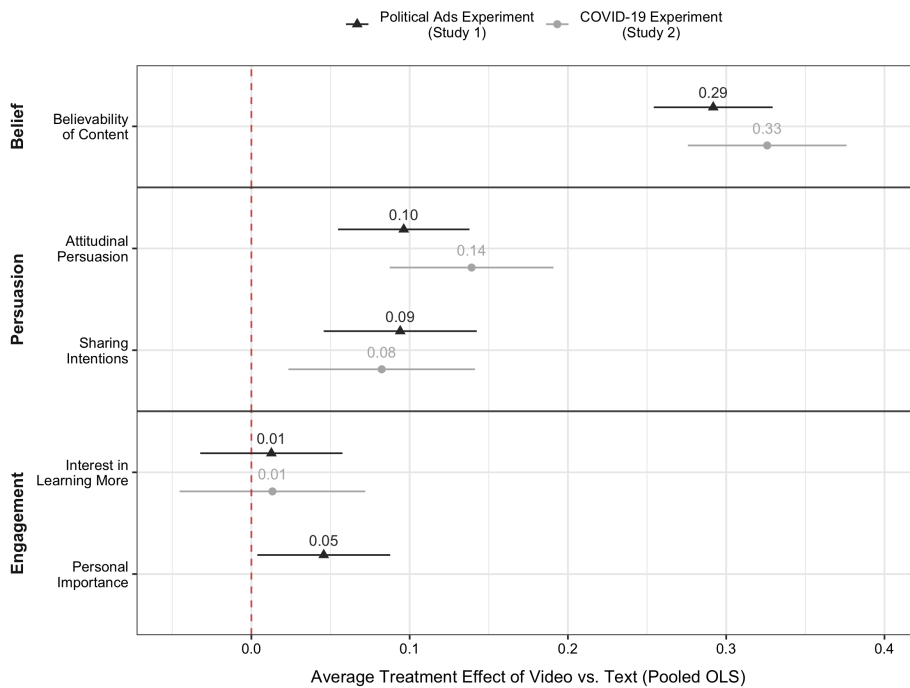


Figure S29: Average treatment effect (ATE) of assignment to the video versus text condition on ratings of believability, persuasion, and personal engagement. All items are measured using five-point scales. Estimated effects and 95% confidence intervals come from pooled OLS models with standard errors clustered by respondent. Note that ratings of personal importance are only available for Study 1.

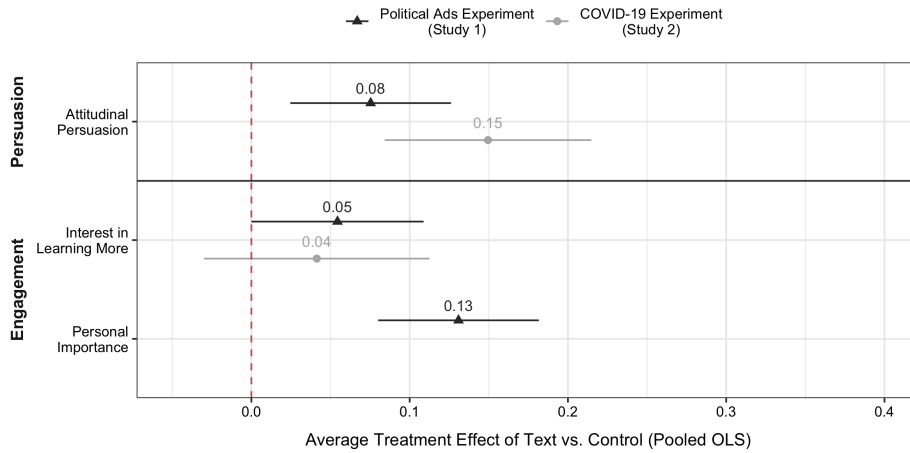


Figure S30: Average treatment effect (ATE) of assignment to the text versus control condition on ratings of persuasion and personal engagement. All items are measured using five-point scales. Estimated effects and 95% confidence intervals come from pooled OLS models with standard errors clustered by respondent. Note that ratings of personal importance are only available for Study 1.

Message-Specific Analyses

Figures S31 and S32 plot the estimated treatment effects of assignment to video versus text, disaggregated by persuasive message. For each persuasive message, we run a separate OLS model estimating the difference in means between respondents assigned to the video versus text condition. Figure S31 plots ATE estimates from models with standardized dependent variables, whereas Figure S32 plots ATE estimates from models with untransformed dependent variables. Effects are shaded based on the study in which each message appeared (Study 1 in black, Study 2 in gray); messages from Study 1 are also labeled using the s1 prefix, whereas messages from Study 2 are identified using the s2 prefix. Additional information about the content of each message is listed in Tables S2 and S3.

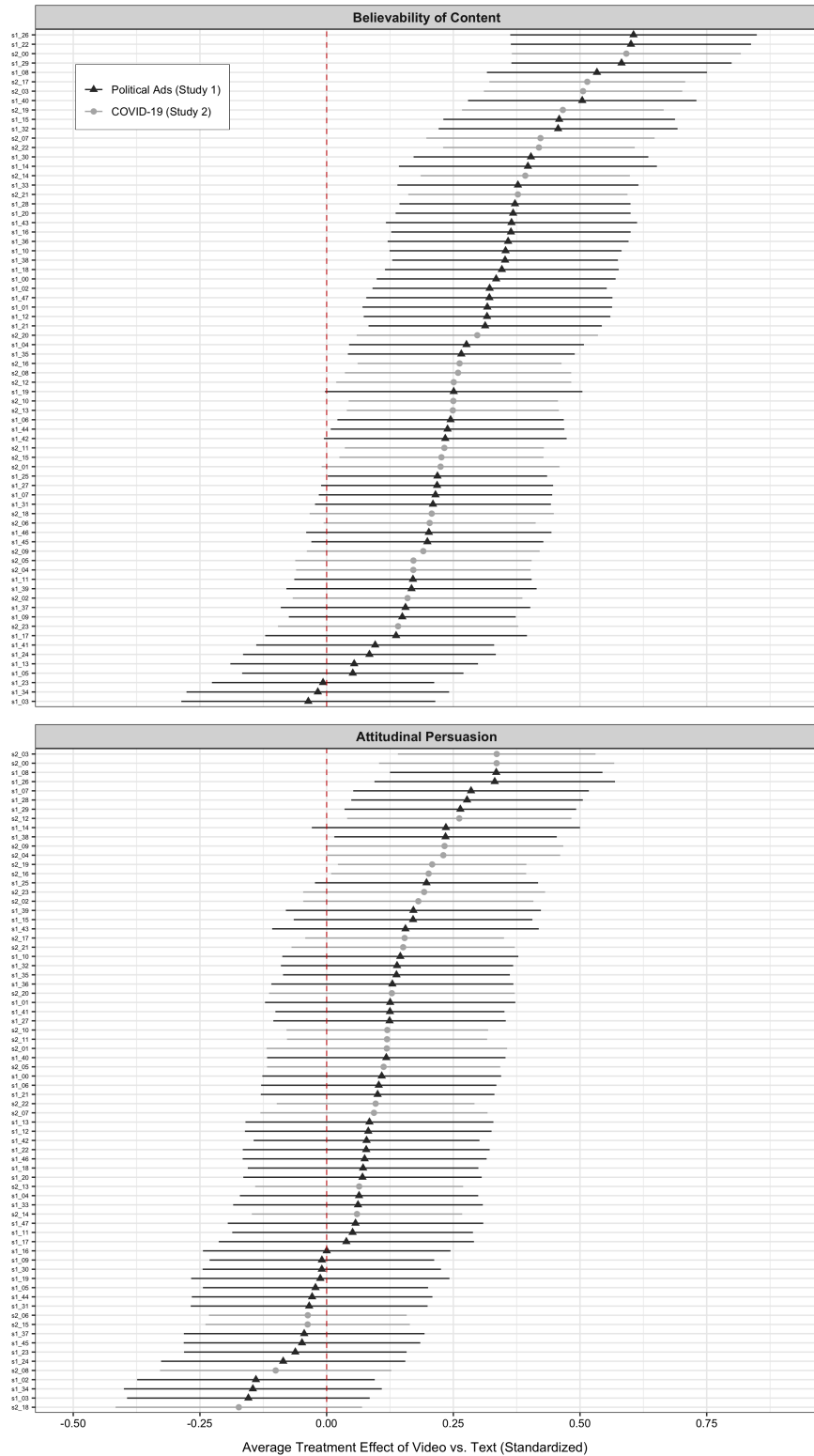


Figure S31: Average treatment effect of assignment to the video versus text condition, disaggregated by persuasive message. All estimates are expressed in terms of standard deviations. Estimated effects and 95% confidence intervals come from OLS models with robust standard errors (HC2 variant).

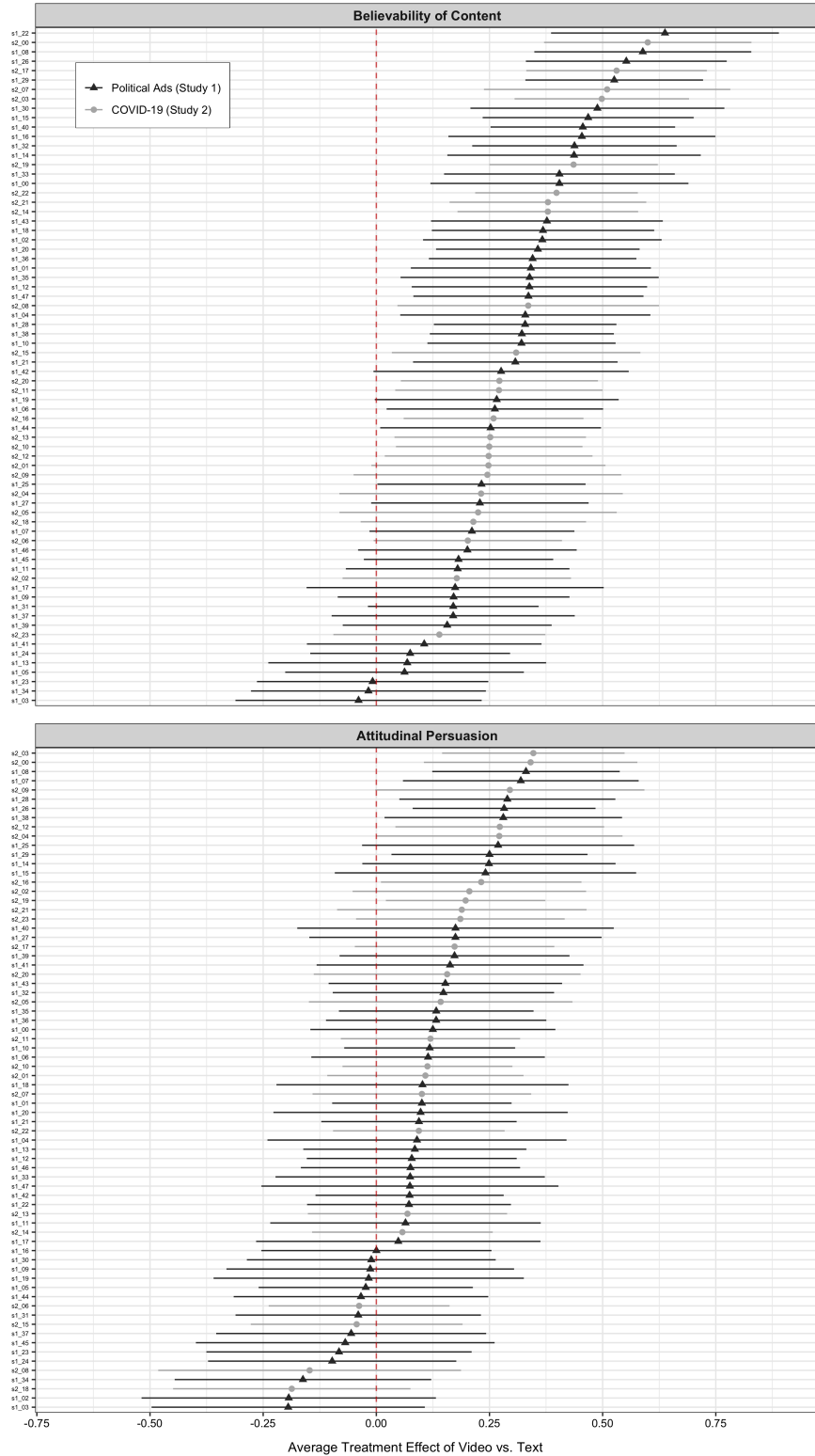


Figure S32: Average treatment effect of assignment to the video versus text condition, disaggregated by persuasive message. All items are measured using five-point scales. Estimated effects and 95% confidence intervals come from OLS models with robust standard errors (HC2 variant).

5.2 Models without Respondent-Level Random Effects

For both Studies 1-2, we had relatively little data at the respondent level, given that respondents were shown a maximum of 3-4 messages per experiment. Given this, as shown in Section 2.2, the chains for our subject-level random effects were not sufficiently well-mixed for all parameters and models. In this section, we report the results from models that exclude these subject-level random effects. Across both studies, we find substantively identical results after removing these random effects, providing further evidence that our results are robust to alternative model specifications. Summaries of the posterior distribution and convergence diagnostics, as well as trace plots, are available on OSF (<https://osf.io/xwmqn/>).

Study 1

Figures S33 and S34 plot the average treatment effects of assignment to the video vs. text and text vs. control conditions in Study 1 across model specifications. In addition, Figure S35 plots the results of moderator analyses across our two model specifications. The dependent variable in all cases is standardized.

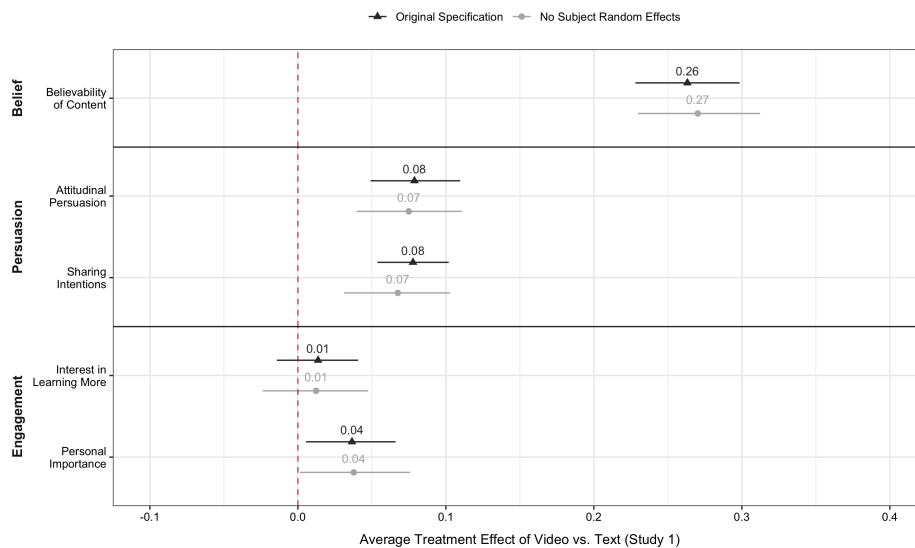


Figure S33: Average treatment effect (ATE) of assignment to the *video versus text* condition in Study 1, from both the preregistered model specification and a model without subject-level random effects. All estimates are expressed in terms of standard deviations. Posterior medians and 95% HPDIs are displayed.

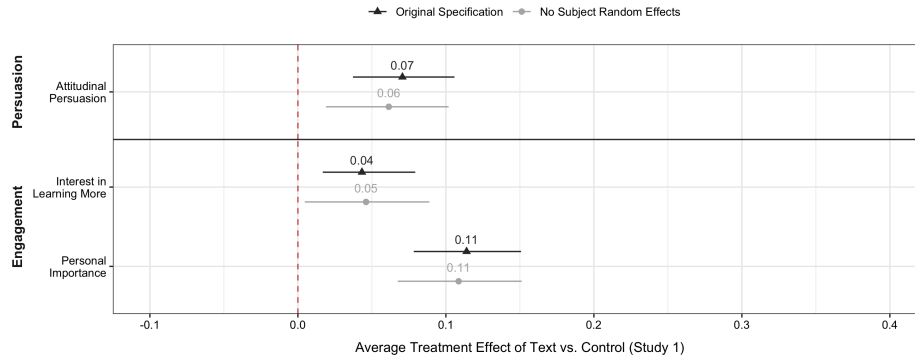


Figure S34: Average treatment effect (ATE) of assignment to the *text versus control* condition in Study 1, from both the preregistered model specification and a model without subject-level random effects. All estimates are expressed in terms of standard deviations. Posterior medians and 95% HPDIs are displayed.

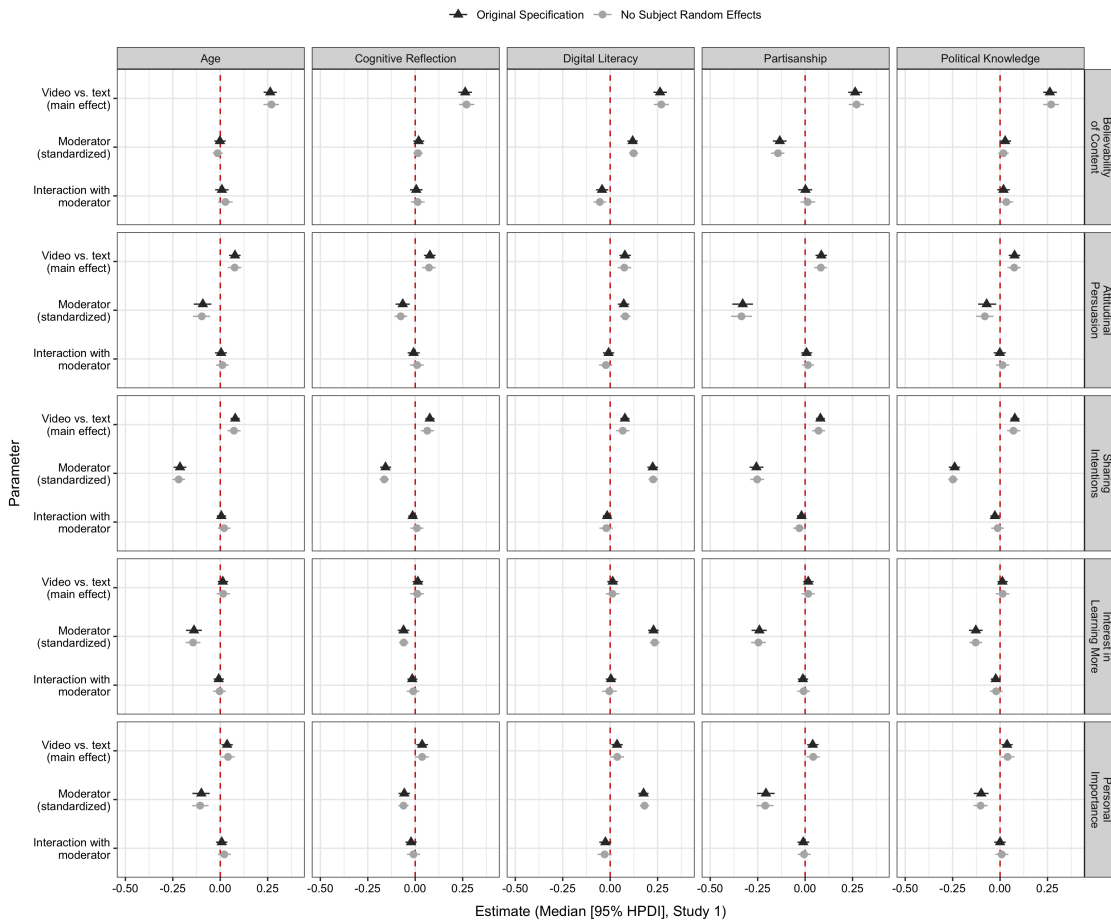


Figure S35: Differences in the average treatment effect of assignment to the video versus text condition based on respondent characteristics (age, cognitive reflection, digital literacy, partisanship, and political knowledge) in Study 1, with *standardized* dependent variables. Estimates come from both the preregistered model specification and a model without subject-level random effects. The moderator variables in all cases are standardized, and the posterior medians and 95% HPDIs are displayed.

Study 2

In this section, we plot key parameter estimates from Bayesian multi-level models both with and without respondent-level random effects for Study 2. Figures S36 and S37 plot the average treatment effects of assignment to the video vs. text and text vs. control conditions, respectively, across model specifications. In addition, Figure S38 plots the results of moderator analyses across our two model specifications. The dependent variable in all cases is standardized.

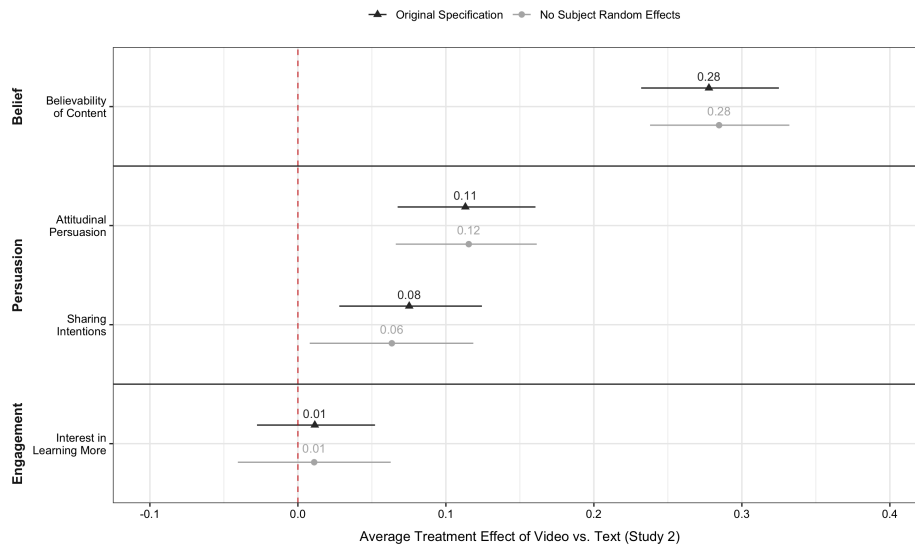


Figure S36: Average treatment effect (ATE) of assignment to the *video versus text* condition in Study 2, from both the preregistered model specification and a model without subject-level random effects. All estimates are expressed in terms of standard deviations. Posterior medians and 95% HPDIs are displayed.

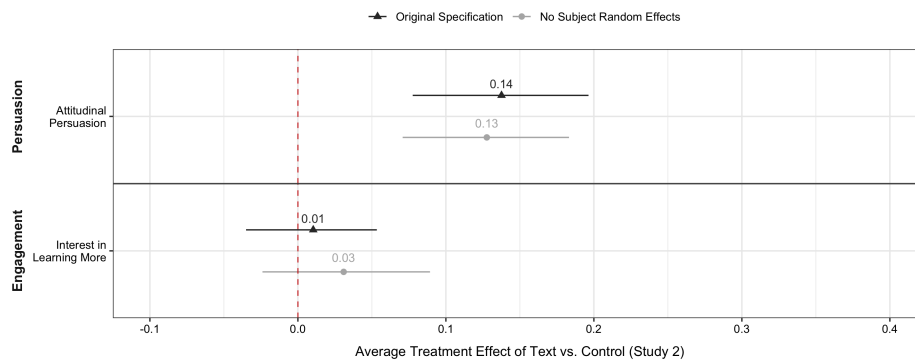


Figure S37: Average treatment effect (ATE) of assignment to the *text versus control* condition in Study 2, from both the preregistered model specification and a model without subject-level random effects. All estimates are expressed in terms of standard deviations. Posterior medians and 95% HPDIs are displayed.

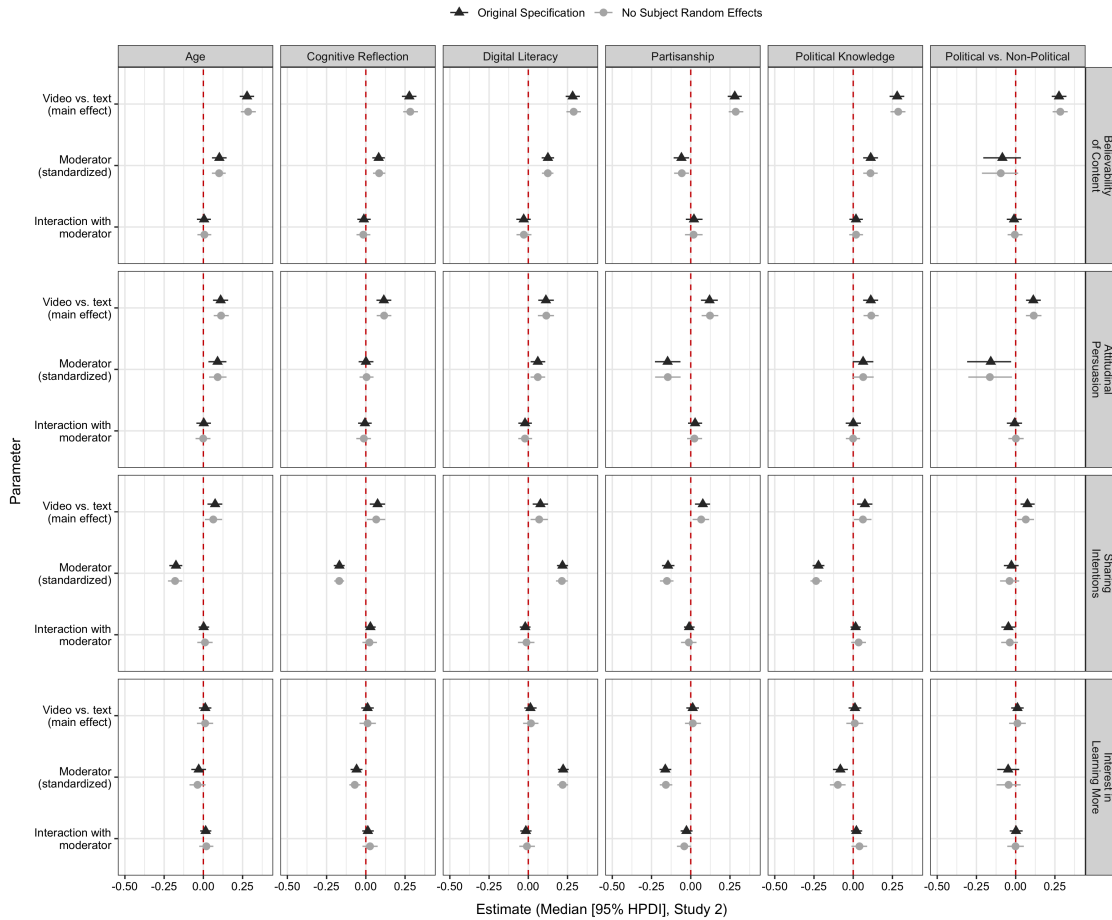


Figure S38: Differences in the average treatment effect of assignment to the video versus text condition based on respondent characteristics (age, cognitive reflection, digital literacy, partisanship, and political knowledge) and message characteristics (political vs. non-political) in Study 2, with *standardized* dependent variables. Estimates come from both the preregistered model specification and a model without subject-level random effects. The moderator variables in all cases are standardized, and the posterior medians and 95% HPDIs are displayed.

5.3 Non-Linearities in Moderator Models

Following our preregistration, we treat each of our moderator variables as continuous. It is possible, however, that this approach masks potential non-linearities in the interaction effects (for a description of the problem, see 8). As a robustness check, we thus re-estimate each of our models using OLS. Rather than linearly interact each of our continuous moderator variables with the treatment indicator, we instead bin respondents into equally sized groups, based on their value for each moderator variable, and estimate the effect of video versus text separately within each stratum. Specifically, for each study, we bin the moderator variables into both terciles and quintiles. The estimates in all cases are expressed in units of standard deviation. Given the use of pooled OLS, standard errors are clustered by respondent. Figures S39 and S40 plot the resulting estimates for Study 1, and Figures S41 and S42 plot the estimates for Study 2.

Overall, we do not find that our treatment of the moderator variables as continuous obscured meaningful non-linearity in treatment effects across groups. Although there are some cases where the treatment effects are marginally larger for one group of participants (e.g., less digitally literate respondents in Study 1, more intuitive thinkers in Study 2), these slight differences in effects are substantively small and inconsistent across our two studies. Moreover, the sign of the effects in all cases remains uniform across groups, indicating relative consistency in treatment effects across sub-populations.

Study 1

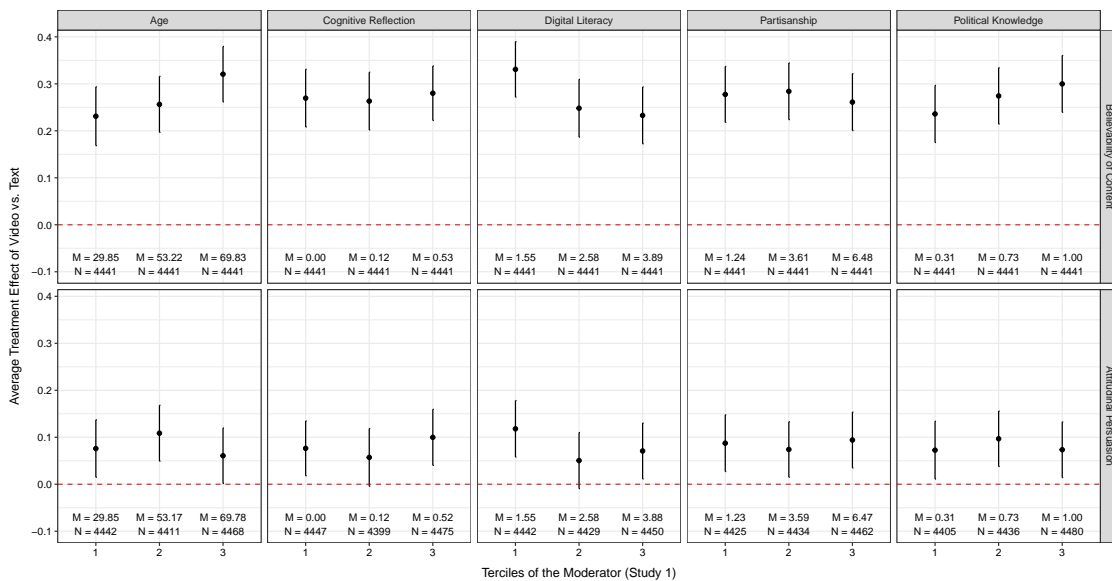


Figure S39: Differences in the average treatment effect of assignment to the video versus text condition across respondent sub-populations for Study 1. To calculate these treatment effects, we bin respondents in terciles for each moderator variable and estimate the difference in means between the video and text conditions within each bin using OLS (with standard errors clustered by respondent). The mean value of the moderator and the number of observations in each bin are displayed.

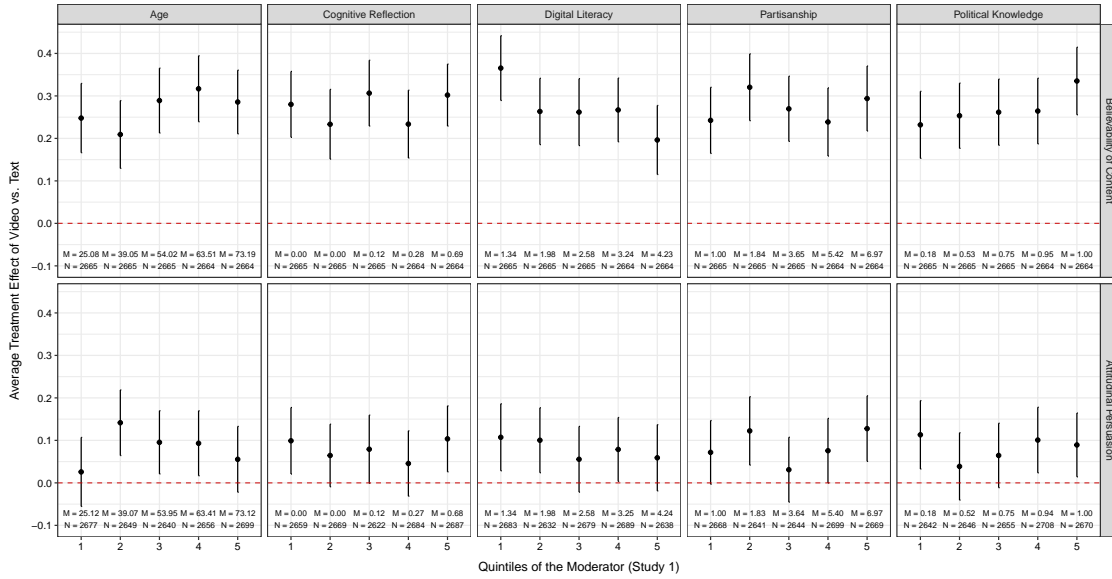


Figure S40: Differences in the average treatment effect of assignment to the video versus text condition across respondent sub-populations for Study 1. To calculate these treatment effects, we bin respondents in quintiles for each moderator variable and estimate the difference in means between the video and text conditions within each bin using OLS (with standard errors clustered by respondent). The mean value of the moderator and the number of observations in each bin are displayed.

Study 2

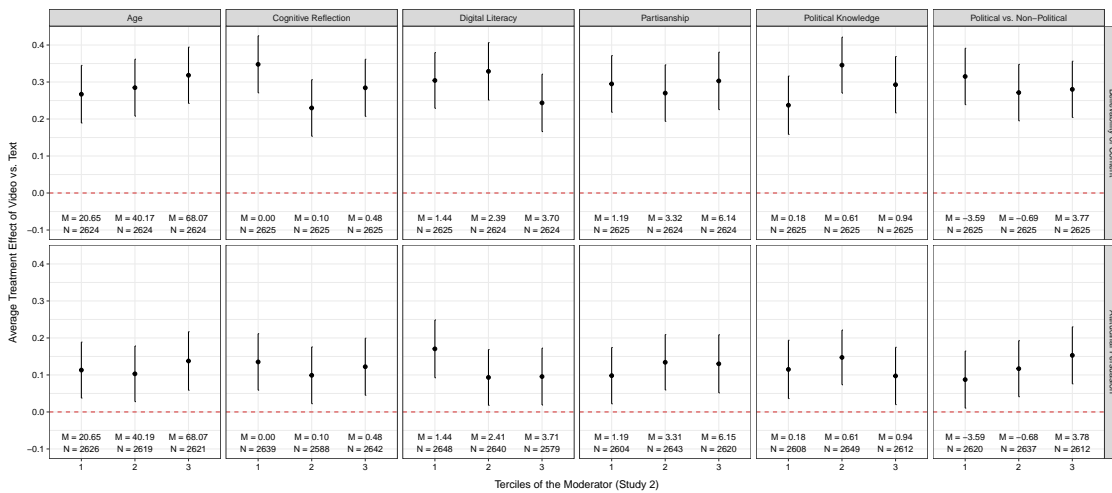


Figure S41: Differences in the average treatment effect of assignment to the video versus text condition across respondent sub-populations for Study 2. To calculate these treatment effects, we bin respondents in tertiles for each moderator variable and estimate the difference in means between the video and text conditions within each bin using OLS (with standard errors clustered by respondent). The mean value of the moderator and the number of observations in each bin are displayed.

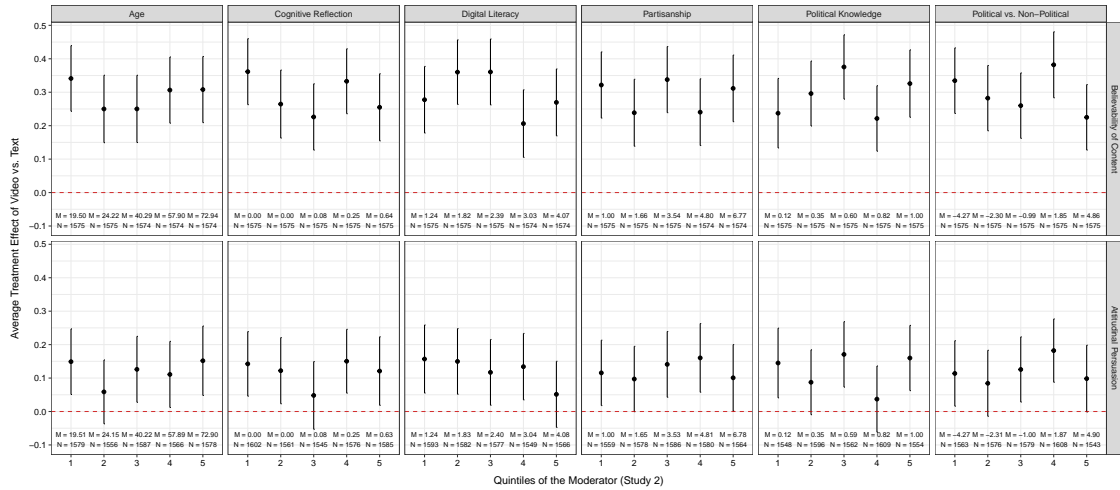


Figure S42: Differences in the average treatment effect of assignment to the video versus text condition across respondent sub-populations for Study 2. To calculate these treatment effects, we bin respondents in quintiles for each moderator variable and estimate the difference in means between the video and text conditions within each bin using OLS (with standard errors clustered by respondent). The mean value of the moderator and the number of observations in each bin are displayed.

5.4 Responses by Attentiveness

As described above (Section 1.4), we took a number of steps to ensure a diverse but attentive sample of respondents for both studies, including using a stringent audiovisual check to confirm that respondents were able and willing to view video content. However, as a secondary check, we also included two instructional manipulation checks (“screeners”) designed to identify respondent inattentiveness. In Figure S43, we stratify our sample by levels of attentiveness – based on the number of attention checks each respondent passed – and estimate the treatment effect of video versus text within each stratum using pooled OLS (with standard errors clustered by respondent).

Overall, almost all of our respondents passed at least one of these attention checks in both studies – and the modal respondent in Study 1 answered both attention checks correctly. In addition, we find limited variation in treatment effects across attentiveness strata. In Study 1, we do find that the treatment effects tend to be somewhat smaller for the belief outcome and larger for the persuasion outcome among the least attentive subset of respondents. However, given the small size of this group, the resulting effect estimates are very noisy. Furthermore, as shown in Table S15 and S16, in pooled OLS models linearly interacting the treatment indicator with a continuous measure of attentiveness, we do not find significant differences in treatment effects across levels of attentiveness for either study (insignificant interaction terms, $p > 0.10$ in all cases). We therefore advise caution when interpreting the observed treatment effects among low-attention respondents.

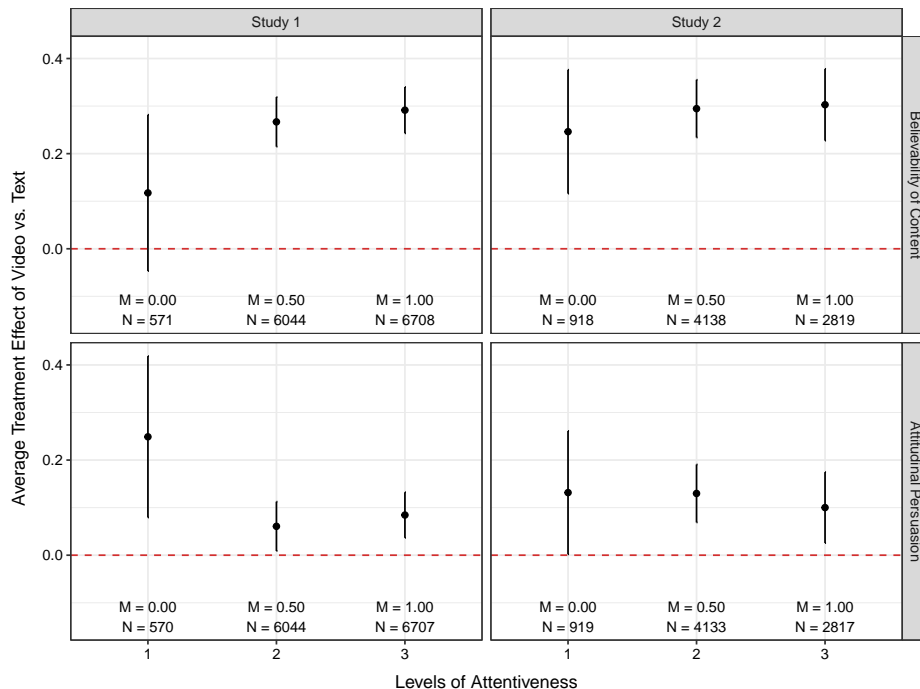


Figure S43: Differences in the average treatment effect of assignment to the video versus text condition by respondent attentiveness. To calculate these treatment effects, we estimate the difference in means between the video and text conditions at each level of attentiveness using OLS (with standard errors clustered by respondent). The count of observations in each stratum is displayed.

Table S15: Moderation by Attentiveness - Study 1

	Belief	Persuade	Sharing	Importance	Learn More
Video	0.27*** (0.02)	0.08*** (0.02)	0.06*** (0.02)	0.04** (0.02)	0.01 (0.02)
Attention	0.06*** (0.01)	0.02 (0.01)	-0.11*** (0.02)	-0.03* (0.01)	-0.04** (0.02)
Video × Attention	0.03 (0.02)	-0.01 (0.02)	0.01 (0.02)	-0.0002 (0.02)	-0.01 (0.02)
Constant	-0.14*** (0.01)	-0.04*** (0.01)	-0.03* (0.02)	-0.02 (0.01)	-0.003 (0.02)
N	13323	13321	13313	13317	13312
R-squared	0.02	0.002	0.01	0.001	0.001

***p < .01; **p < .05; *p < .1

Table S16: Moderation by Attentiveness - Study 2

	Belief	Persuade	Sharing	Learn More
Video	0.29*** (0.02)	0.12*** (0.02)	0.06*** (0.02)	0.01 (0.02)
Attention	0.15*** (0.02)	0.14*** (0.02)	-0.12*** (0.02)	-0.03* (0.02)
Video × Attention	0.01 (0.02)	-0.02 (0.02)	0.01 (0.02)	0.03 (0.02)
Constant	-0.15*** (0.02)	-0.06*** (0.02)	-0.03 (0.02)	-0.004 (0.02)
N	7875	7869	7860	7866
R-squared	0.04	0.02	0.01	0.001

***p < .01; **p < .05; *p < .1

6 Spring 2019 Pilot Study

In May and June of 2019, we conducted a [preregistered](#) pilot study that assessed the relative persuasive advantage of video versus text across six stories (three political and three non-political). Participants were recruited via Lucid Theorem, which uses quota matching to obtain a diverse national sample of respondents that matches U.S. Census demographics in terms of age, gender, race/ethnicity, and census region (9). Data were collected in three waves. In the first two rounds of data collection ($n = 616$), participants were required to view all six experimental stimuli. Due to concerns about protracted response times and high attrition rates, the final round of data collection ($n = 4370$) utilized a streamlined version of the survey, wherein respondents were required to view a random sample of only four of the six stimuli. For each story, participants were randomly assigned to view either a short video clip or an annotated transcript of the video clip. Following our preregistration, we removed any participants who participated in multiple rounds of data collection or were unable to play the videos, leading to a final sample of $n = 4808$ Americans (20,428 total observations).

6.1 Experimental Design

Stimulus Selection

For this initial study, we selected a diverse set of six video clips that met the following criteria:

1. Contained a persuasive message: we sought out videos that contained some form of persuasive messaging, in order to determine whether respondents' attitudes and behavior are more strongly shaped by video versus text.
2. Depicted people/events:
 - We included videos that showed events occurring or claims being made on screen, so that we could assess whether respondents believed these events actually occurred.
 - We avoided videos that were solely composed of animation or “voiceover pictures.” Though these types of videos frequently involve persuasive messaging, they do not typically show footage of events. As a result, it is difficult to measure whether respondents believed the depicted events really took place.
3. Short duration: because of our use of a within-subject design, wherein respondents viewed up to six different stories, we only included videos that were less than one minute in length (ranging from 3 to 51 seconds).
4. Clear footage: we avoided including any videos that were low-resolution or were overly compressed.

With these criteria in mind, we sought out several types of clips. First, we considered the **origin** of the video footage. In particular, we included both professionally produced clips (e.g., advertisements, TV interviews) and everyday videos (e.g., bodycam or cell phone footage). We took this approach because we expected that the quality of video footage might influence its

persuasive power. In particular, amateur videos might be seen as more “realistic” or less manufactured than professional footage. Second, we considered the **novelty** of the claims made in the video. In line with a “seeing is believing” mentality, we hypothesized greater differences between video and text in cases where the events and scenarios depicted seemed more improbable or surprising on their face. Finally, we considered the **level of editing** of the footage. In particular, we selected clips that varied in the degree to which they employed camera cuts, under the assumption that heavily edited clips might seem more suspect than clips showing events occurring in real-time.

The final stimulus set consisted of six clips – three of which were political in nature and three of which were non-political (see [here](#)). These clips were specifically selected to probe our central hypotheses. Importantly, though, we do not consider these clips to be a representative sample of the universe of potential content.

1. Obama Deepfake: a deepfake video of Barack Obama created by BuzzFeed and voiced by comedian Jordan Peele, where Obama appears to call Donald Trump a “total and complete dipshit.”
2. Trump Shutdown: a news video from CNN where Trump takes responsibility for the December 2018-January 2019 federal government shutdown during a meeting with Chuck Schumer and Nancy Pelosi.
3. Police Brutality: a local news segment containing police bodycam footage from a March 2016 traffic stop.
4. Alternative Health Tips: an excerpt of an interview with actress Gwyneth Paltrow on The Dr. Oz Show where she discusses her favorite alternative health remedies.
5. Out Stain Remover: an infomercial for a stain remover that includes a real-time product demonstration.
6. Puracy Stain Remover: an advertisement for a stain remover using a customer narrative and employing a large number of camera cuts, with the product demonstration occurring off-screen.

Outcome Measures

Table [S17](#) describes the outcome measures for our pilot study. The exact wording of these measures is available [here](#). We included two measures of persuasion for the Obama deepfake. The first assessed approval of Obama, where higher ratings indicate greater disapproval of Obama. Note, however, that our pooled results remain substantively similar if we reverse-code this measure or exclude the Obama deepfake from the persuasion analyses. The second assessed beliefs about the level of partisan conflict in the United States, where higher ratings indicate perceptions of stronger conflict. Throughout this document, we present these two outcomes separately.

Outcome	Label	Description of Variable
Believability of Content	Belief	Respondents' belief that an event shown in the clip or described in the transcript actually occurred. Measured on a five-point scale, where 1 = "Definitely did not happen" and 5 = "Definitely happened."
Persuasion	Persuasion	How persuaded respondents were by the story, based on either a behavioral measure of their likelihood of purchasing a product (Alternative Health Tips, Out, Puracy) or an attitudinal measure (Obama Deepfake, Trump Shutdown, Police Brutality). Measured on a five-point scale, where 1 is the least and 5 is the most persuaded.
<i>Perceptions of Partisan Conflict</i>	Polarization	Respondents' beliefs about the level of conflict between Democrats and Republicans. Measured on a four-point scale, where 1 = "No conflict" and 4 = "Very strong conflict." Asked only after the Obama deepfake.
Personal Engagement Index	Engagement	Respondents' personal engagement with the stimulus, calculated as a simple mean of the <i>Interest</i> and <i>Learn More</i> outcomes described below.
<i>Personal Interest</i>	Interest	How interesting respondents found the message. Measured on a five-point scale, where 1 = "Not at all interesting" and 5 = "Extremely interesting."
<i>Interest in Learning More</i>	Learn More	How interested respondents were in learning more about the subject of the message. Measured on a five-point scale, where 1 = "Not at all interested" and 5 = "Extremely interested."
Factual Recall	Recall	Factual recall of story details, measured using 1-2 items (one for the Obama Deepfake, two for all other messages). Respondents received a score of 0 for answering zero questions correctly, 0.5 for answering one of two questions correctly, and 1 if they answered all questions correctly.

Table S17: Description of outcome variables included in the Spring 2019 pilot study.

6.2 Pooled Analyses

Figure S44 plots the overall treatment effect of assignment to video versus text, pooling across our six video clips ($n = 20,428$). This pooled dataset includes six sets of outcomes each for 598 respondents (from the first two waves of data collection) and four sets of outcomes each for 4210 respondents (from the third wave of data collection). We present results from pooled OLS models, as well as models that include fixed effects for both respondents and messages. In both cases, standard errors are clustered by respondent. Overall, we find that assignment to the video condition has a discernible, positive effect on all six outcomes, relative to the text condition. However, the magnitude of this effect, in all cases, is quite small (Cohen's $d \leq 0.12$ for all items, see Figure S46).

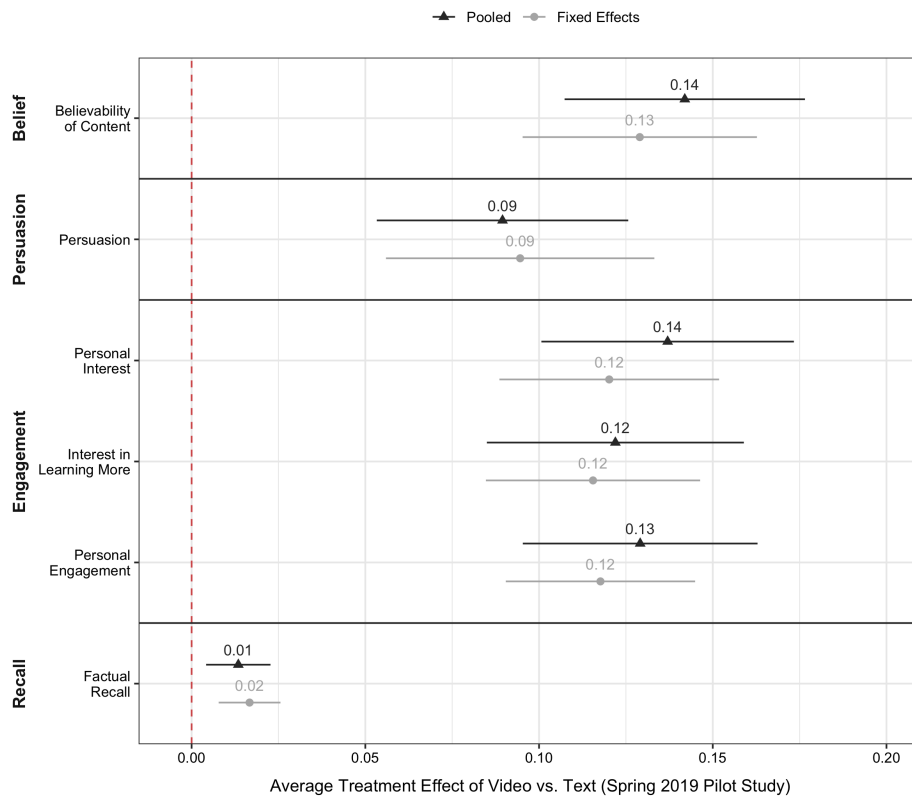


Figure S44: Average treatment effect (ATE) of assignment to the video versus text condition on ratings of believability, persuasion, personal engagement, and factual recall for the Spring 2019 pilot study. Belief, persuasion, and personal engagement are all measured using five-point scales, whereas factual recall scores range from 0 to 1. Estimated effects and 95% confidence intervals come from pooled OLS models with standard errors clustered by respondent.

Comparison of Political and Non-Political Stimuli

We then divide our six stimuli into those that are political in nature and those that are not. The political stimuli include the Obama deepfake, the Trump government shutdown clip, and the police brutality clip. The non-political stimuli are the two advertisements for the Out and Puracy stain removers, as well as the Gwyneth Paltrow interview about alternative health tips. Figure S45 summarizes the differences in means between the video and text conditions for political versus non-political stimuli, and Table S18 reports the regression results from models interacting an indicator of treatment status (video versus text) and an indicator of stimulus type (political versus non-political).

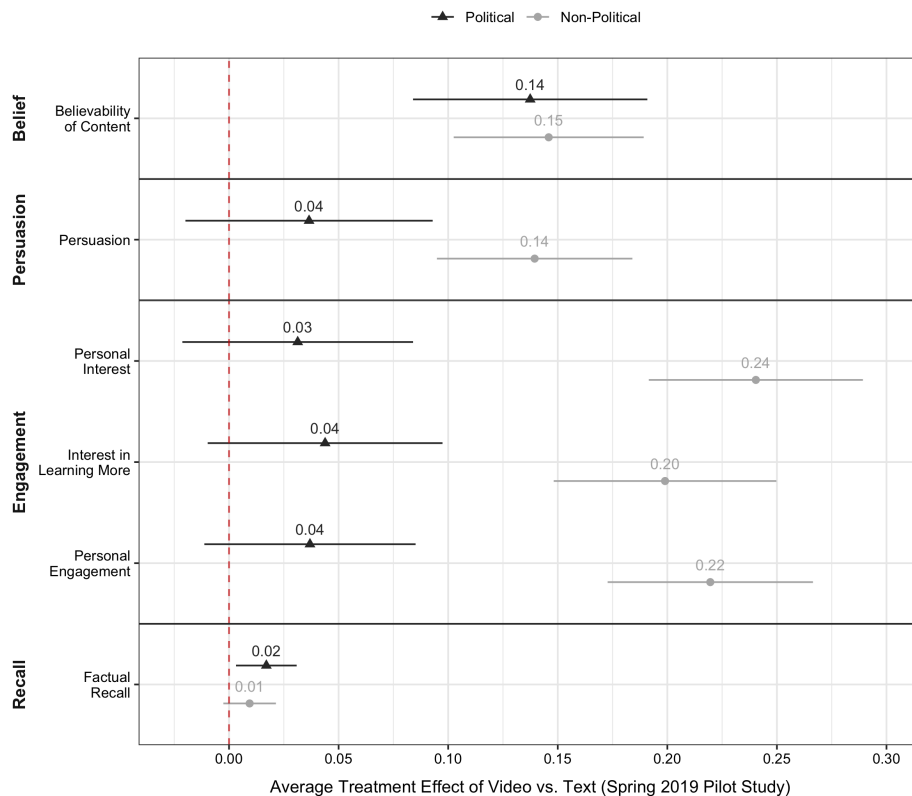


Figure S45: Average treatment effect (ATE) of assignment to the video versus text condition on ratings of believability, persuasion, personal engagement, and factual recall for the Spring 2019 pilot study, disaggregated by message type (political vs. non-political). Belief, persuasion, and personal engagement are all measured using five-point scales, whereas factual recall scores range from 0 to 1. Estimated effects and 95% confidence intervals come from pooled OLS models with standard errors clustered by respondent.

	Belief	Persuasion	Interest	Learn More	Engagement	Recall
Video	0.15*** (0.02)	0.14*** (0.02)	0.24*** (0.02)	0.20*** (0.03)	0.22*** (0.02)	0.01 (0.01)
Political	0.12*** (0.02)	0.52*** (0.03)	0.28*** (0.03)	0.11*** (0.03)	0.20*** (0.02)	0.10*** (0.01)
Video × Political	-0.01 (0.03)	-0.10*** (0.04)	-0.21*** (0.04)	-0.16*** (0.04)	-0.18*** (0.03)	0.01 (0.01)
Constant	3.52*** (0.01)	2.88*** (0.02)	2.81*** (0.02)	2.91*** (0.02)	2.86*** (0.02)	0.65*** (0.005)
N	20,419	20,421	20,420	20,417	20,425	20,428
R-squared	0.01	0.03	0.01	0.003	0.01	0.02

*** p < .01; ** p < .05; * p < .1

Table S18: Average treatment effect of video versus text for political (Obama deepfake, Trump shutdown, police brutality) versus non-political (alternative health tips, Out stain remover, Puracy stain remover) stimuli. All outcomes are measured using five-point scales, except for recall, which ranges from 0 to 1 based on the number of correct responses to a series of factual questions. Standard errors are clustered by respondent.

Standardized Results

The following section reports results from models with standardized dependent variables. Figure S46 plots the estimated treatment effect of assignment to the video versus text condition across all six stories, and Figure S47 plots the estimated treatment effects for political versus non-political stimuli. All estimated effects can be interpreted in terms of standard deviations of the outcome scale.

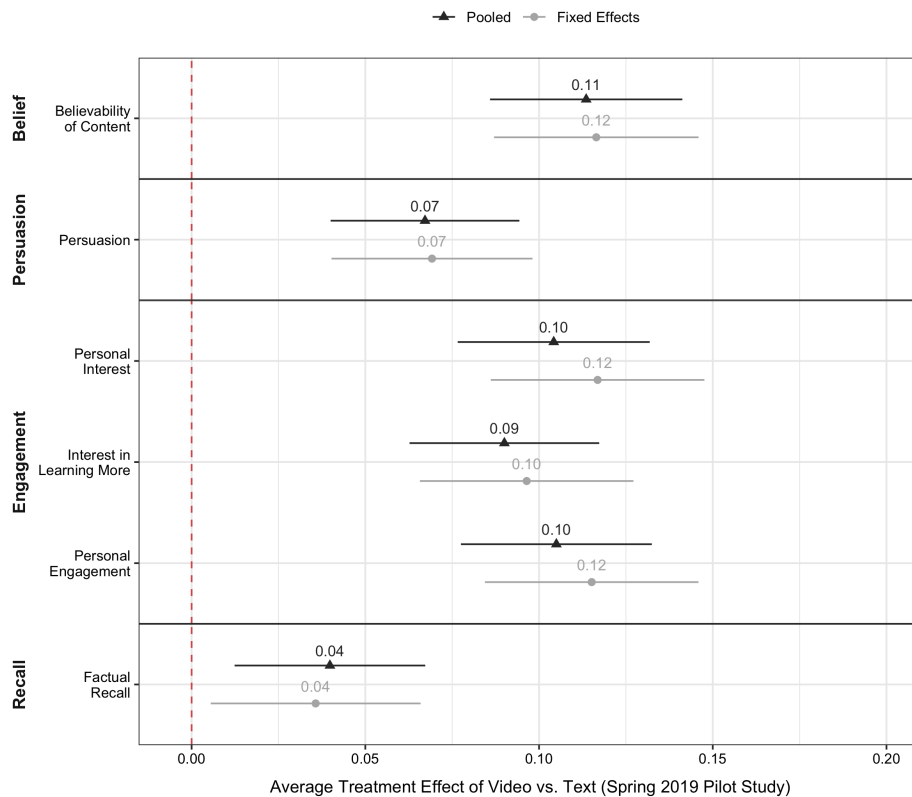


Figure S46: Average treatment effect (ATE) of assignment to the video versus text condition on ratings of believability, persuasion, personal engagement, and factual recall for the Spring 2019 pilot study. All estimates are expressed in terms of standard deviations. Belief, persuasion, and personal engagement are all measured using five-point scales, whereas factual recall scores range from 0 to 1. Estimated effects and 95% confidence intervals come from pooled OLS models with standard errors clustered by respondent.

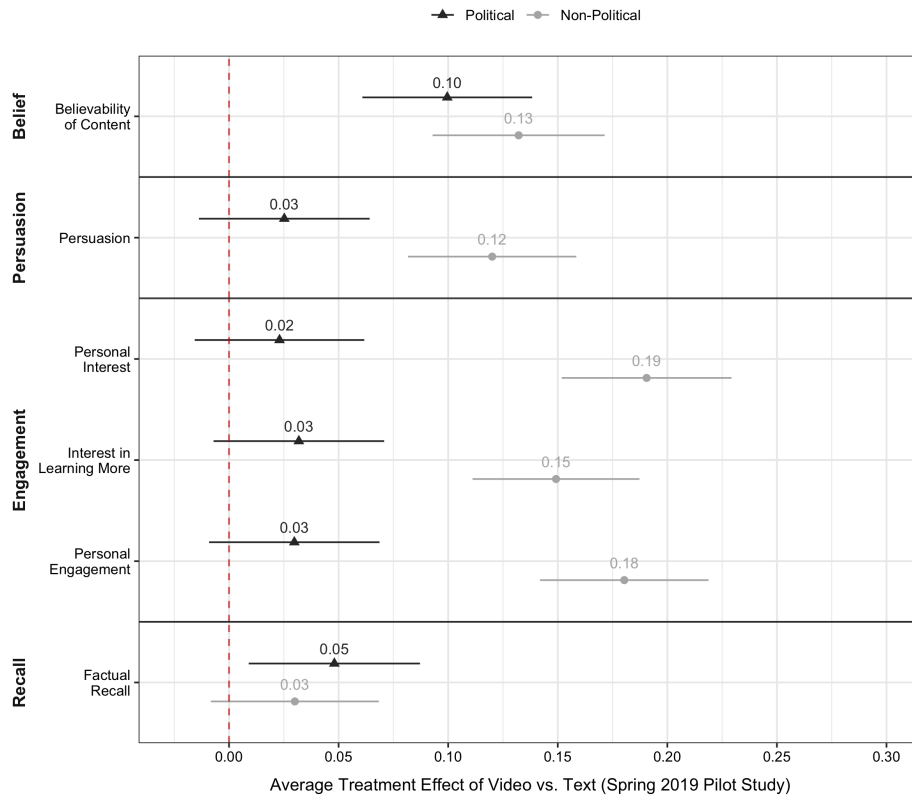


Figure S47: Average treatment effect (ATE) of assignment to the video versus text condition on ratings of believability, persuasion, personal engagement, and factual recall for the Spring 2019 pilot study, disaggregated by message type (political vs. non-political). All estimates are expressed in terms of standard deviations. Belief, persuasion, and personal engagement are all measured using five-point scales, whereas factual recall scores range from 0 to 1. Estimated effects and 95% confidence intervals come from pooled OLS models with standard errors clustered by respondent.

6.3 Message-Specific Analyses

Figure S48 plots the average treatment effects of assignment to the video vs. text condition in our Spring 2019 pilot study, disaggregated by persuasive message. Believability, persuasion, and the personal engagement items were all measured using five-point scales, and perceptions of partisan conflict were measured using a four-point scale. Measures of factual recall range from 0 to 1, based on the number of correct responses to a series of factual questions. For each stimulus, we estimate the difference in means between the video and text conditions using OLS with robust standard errors. Full regression tables can be found in Tables S19 to S25, and estimates using standardized dependent variables can be found in Figure S49.

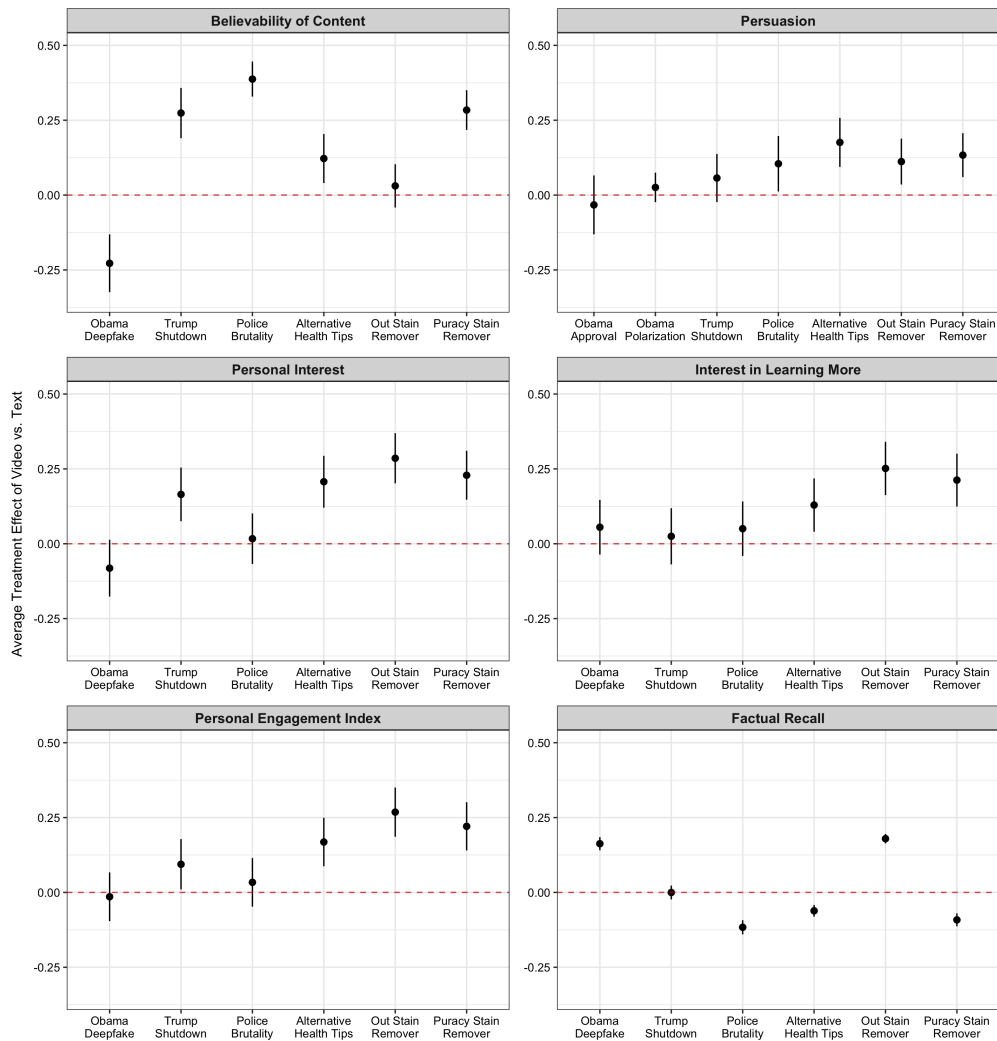


Figure S48: Average treatment effect of assignment to the video versus text condition in the 2019 pilot study, disaggregated by persuasive message. Estimated effects and 95% confidence intervals come from OLS models with robust standard errors (HC2 variant).

Regression Results

	Belief: Obama	Belief: Trump	Belief: Police	Belief: Alt. Health	Belief: Out	Belief: Puracy
Video	-0.23*** (0.05)	0.27*** (0.04)	0.39*** (0.03)	0.12*** (0.04)	0.03 (0.04)	0.28*** (0.03)
Constant	2.92*** (0.03)	3.87*** (0.03)	4.11*** (0.02)	3.56*** (0.03)	3.55*** (0.02)	3.45*** (0.02)
N	3419	3365	3359	3419	3424	3433
R-squared	0.01	0.01	0.05	0.002	0.0002	0.02

*** p < .01; ** p < .05; * p < .1

Table S19: Effect of video versus text on respondents' belief that a depicted event or claim actually occurred. p values are based on robust standard errors (HC2 variant). The scale ranged from 1 to 5, where 1 = "definitely did not happen" and 5 = "definitely happened." Positive coefficients indicate that the story was, on average, more believable to respondents in the video versus text condition.

	Approval: Obama	Polarization: Obama	Persuasion: Trump	Persuasion: Police
Video	-0.03 (0.05)	0.03 (0.03)	0.06 (0.04)	0.10** (0.05)
Constant	2.73*** (0.04)	3.35*** (0.02)	3.95*** (0.03)	3.51*** (0.03)
N	3420	3418	3367	3360
R-squared	0.0001	0.0003	0.001	0.001

*** p < .01; ** p < .05; * p < .1

Table S20: Effect of video versus text for *attitudinal* measures of persuasion. p values are based on robust standard errors (HC2 variant). For the Obama deepfake, persuasion was measured in terms of approval of Obama's performance, where higher ratings indicate greater disapproval of his performance, and views on polarization, where higher ratings indicate perceptions of stronger partisan conflict. For the Trump shutdown clip, persuasion was measured in terms of belief that Trump was responsible for the 2018-19 government shutdown. For the police brutality clip, persuasion was measured in terms of belief that the police behaved inappropriately. For all measures except for polarization, the scale ranged from 1 to 5. For polarization, the scale ranged from 1 to 4, where 1 = "no conflict" and 4 = "very strong conflict." Positive coefficients indicate that video was more persuasive than text in shaping respondents' attitudes.

	Persuasion: Alt. Health	Persuasion: Out	Persuasion: Puracy
Video	0.18*** (0.04)	0.11*** (0.04)	0.13*** (0.04)
Constant	2.69*** (0.03)	3.01*** (0.03)	2.94*** (0.03)
N	3419	3423	3432
R-squared	0.01	0.002	0.004

*** p < .01; ** p < .05; * p < .1

Table S21: Effect of video versus text for *behavioral* measures of persuasion. *p* values are based on robust standard errors (HC2 variant). For all items, the scale ranges from 1 to 5, where higher scores indicate a greater likelihood to use or purchase the featured product. Positive coefficients indicate that video was more persuasive than text in shaping respondents' intended consumption behavior.

	Interest: Obama	Interest: Trump	Interest: Police	Interest: Alt. Health	Interest: Out	Interest: Puracy
Video	-0.08* (0.05)	0.16*** (0.05)	0.02 (0.04)	0.21*** (0.04)	0.29*** (0.04)	0.23*** (0.04)
Constant	2.79*** (0.03)	3.09*** (0.03)	3.40*** (0.03)	2.77*** (0.03)	2.88*** (0.03)	2.78*** (0.03)
N	3418	3367	3360	3418	3424	3433
R-squared	0.001	0.004	0.0000	0.01	0.01	0.01

*** p < .01; ** p < .05; * p < .1

Table S22: Effect of video versus text on respondents' interest in the story. *p* values are based on robust standard errors (HC2 variant). The scale ranged from 1 to 5, where 1 = "not at all interesting" and 5 = "extremely interesting." Positive coefficients indicate that video was more interesting than text.

	Learn More: Obama	Learn More: Trump	Learn More: Police	Learn More: Alt. Health	Learn More: Out	Learn More: Puracy
Video	0.06 (0.05)	0.02 (0.05)	0.05 (0.05)	0.13*** (0.05)	0.25*** (0.05)	0.21*** (0.04)
Constant	2.86*** (0.03)	2.94*** (0.03)	3.27*** (0.03)	3.11*** (0.03)	2.83*** (0.03)	2.79*** (0.03)
N	3418	3367	3361	3416	3422	3433
R-squared	0.0004	0.0001	0.0004	0.002	0.01	0.01

*** p < .01; ** p < .05; * p < .1

Table S23: Effect of video versus text on respondents' interest in learning more about the subject of the story. *p* values are based on robust standard errors (HC2 variant). The scale ranged from 1 to 5, where 1 = "not at all interested" and 5 = "extremely interested." Positive coefficients indicate that video was more engaging than text.

	Engage: Obama	Engage: Trump	Engage: Police	Engage: Alt. Health	Engage: Out	Engage: Puracy
Video	-0.01 (0.04)	0.09** (0.04)	0.03 (0.04)	0.17*** (0.04)	0.27*** (0.04)	0.22*** (0.04)
Constant	2.83*** (0.03)	3.02*** (0.03)	3.34*** (0.03)	2.94*** (0.03)	2.85*** (0.03)	2.79*** (0.03)
N	3420	3368	3361	3419	3424	3433
R-squared	0.0000	0.001	0.0002	0.005	0.01	0.01

*** p < .01; ** p < .05; * p < .1

Table S24: Effect of video versus text on ratings of personal engagement (based on the mean of responses to the personal interest and interest in learning more variables). *p* values are based on robust standard errors (HC2 variant). The scale ranged from 1 to 5, where lower ratings indicate less engagement. Positive coefficients indicate that video was more engaging than text.

	Recall: Obama	Recall: Trump	Recall: Police	Recall: Alt. Health	Recall: Out	Recall: Puracy
Video	0.16*** (0.01)	-0.0003 (0.01)	-0.12*** (0.01)	-0.06*** (0.01)	0.18*** (0.01)	-0.09*** (0.01)
Constant	0.79*** (0.01)	0.68*** (0.01)	0.77*** (0.01)	0.83*** (0.01)	0.43*** (0.005)	0.69*** (0.01)
N	3420	3369	3362	3420	3424	3433
R-squared	0.06	0.0000	0.03	0.01	0.13	0.02

*** p < .01; ** p < .05; * p < .1

Table S25: Effect of video versus text on respondents' factual recall of story details. *p* values are based on robust standard errors (HC2 variant). Scores range from 0 to 1; respondents received a score of 0 when they got zero recall questions right, 0.5 when they got one recall question right, and 1 when they got two factual recall questions right. Given the short length of the Obama deepfake, we only included a single recall item for this story, so the resulting score is a binary indicating whether respondents got that question correct. Positive coefficients indicate that recall was higher, on average, in the video versus text condition.

Standardized Results

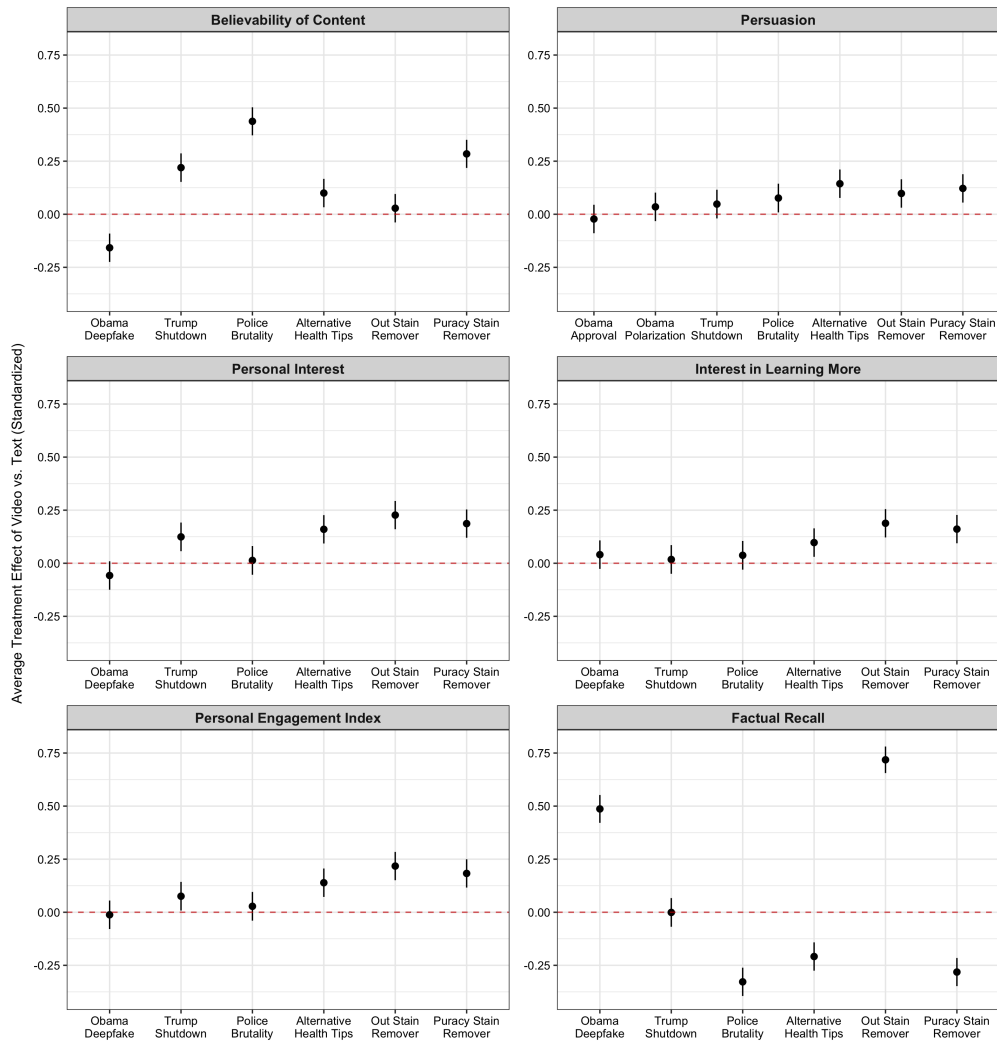


Figure S49: Average treatment effect of assignment to the video versus text condition in the Spring 2019 pilot study, disaggregated by persuasive message. Estimated effects and 95% confidence intervals come from OLS models with robust standard errors (HC2 variant). All estimates are expressed in terms of standard deviations.

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