**Transcript of Online Task**

Participants will access the study via an online link. Generally, participants will be shown a series of innocuous stimuli and make a binary choice about it. Attached is the link participants will use for an experiment where participants are required to classify clouds of dots as moving left or right, which provides a representative example of our paradigm. The activity takes 20-30 minutes to complete.

<https://exp.psy.uq.edu.au/app/launch/study3a/>

When participants enter this activity, they are instructed that they will be watching moving dots and that they must decide which direction they are going. An example of the moving dot stimuli is then shown. Participants are instructed to press the ‘z’ key to indicate that the dots are moving to the left, or ‘/’ to indicate dots are moving to the right.

Participants are then taken through practice trials to familiarise themselves with the task. On each trial a fixation cross appears, followed by the stimuli, until the participant makes a binary choice. During training, participants are given feedback about their performance.

In the experimental phase, blocks of trials will alternate between a speed or accuracy emphasis – with the starting instruction being randomised for the first block. Before a speed emphasis block, participants are instructed to respond as quickly as possible and prioritise response times over accuracy. To encourage fast responding, if a participant does not respond within 800ms, a “TOO SLOW” message will appear.

Before an accuracy emphasis block, participants are instructed to respond as accurately as possible, and prioritise correct responses over speed. On completion of each block, participants are instructed to initiate the next block via a button press, which allows the opportunity for a self-paced break.

This is an illustrative example of the kind of task participants will be asked to complete. In variations of this task we would like to use different types of stimuli in order to establish the robustness of the effects. These variations include:

1. Brightness discrimination: where participants judge whether a square that is made up of black and white dots is light (i.e., the dots are predominantly white) or dark (i.e., the dots are predominantly black).
2. Letter/number discrimination: where participants are presented with letter or numbers on the computer screen that are obscured from view and must correctly identify the letter or number.
3. Probability judgments: where participants learn to associate simple cues (e.g., coloured circles) with arbitrary category outcomes (e.g., rain or shine).