Appendix A

Vignette 1: Original "Darrel" Squirrel Vignette (Turri et al., 2015)

D1: "Darrel" Knowledge Control Condition

Darrel is an ecologist collecting data on red speckled ground squirrels in Canyon Falls national park. The park is divided into ten zones and today Darrel is working in Zone 3. While scanning the river valley with his binoculars, Darrel sees a small, bushy-tailed creature with distinctive red markings on its chest and belly. The red speckled ground squirrel is the only native species with such markings. Darrel records in his journal, "At least one red speckled ground squirrel in Zone 3 today."

Ecologists are unaware that a complex network of aquifers recently began drying up in the park. These aquifers carry vital nutrients to the trees and other forms of plant life that support the squirrels. And the aquifers in the river valley running through Zone 3 are no exception. The animal Darrel is looking at is indeed a thirsty red speckled ground squirrel.

D2: "Darrel" Gettier Case Condition

Darrel is an ecologist collecting data on red speckled ground squirrels in Canyon Falls national park. The park is divided into ten zones and today Darrel is working in Zone 3. While scanning the river valley with his binoculars, Darrel sees a small, bushy-tailed creature with distinctive red markings on its chest and belly. The red speckled ground squirrel is the only native species with such markings. Darrel records in his journal, "At least one red speckled ground squirrel in Zone 3 today."

Ecologists are unaware that a non-native species of prairie dog recently began invading the park. These prairie dogs also have red markings on their chest and belly. When these prairie dogs tried to invade Zone 3, the red speckled ground squirrels were unable to completely drive them away. Still, the animal Darrel is looking at is indeed a red speckled ground squirrel.

D3: "Darrel" Ignorance Control Condition

Darrel is an ecologist collecting data on red speckled ground squirrels in Canyon Falls national park. The park is divided into ten zones and today Darrel is working in Zone 3. While scanning the river valley with his binoculars, Darrel sees a small, bushy-tailed creature with distinctive red markings on its chest and belly. The red speckled ground squirrel is the only native species with such markings. Darrel records in his journal, "At least one red speckled ground squirrel in Zone 3 today."

Ecologists are unaware that a non-native species of prairie dog recently began invading the park. These prairie dogs also have red markings on their chest and belly. When these prairie dogs tried to invade Zone 3, the red speckled ground squirrels were unable

to completely drive them away. And, the animal Darrel is looking at is indeed one of the prairie dogs.

Questions
- o Primary knowledge probe (from Turri et al., 2015):
  - ▪ **"Darrel _____ that there is at least one red speckled ground squirrel in Zone 3 today."**
    - • Visual analogue scale, 0-100:
      - o [only believes <------------------------> knows]
- o Comprehension question (from Turri et al., 2015):
  - ▪ **"Darrel is looking at a _____."**
    - • Binary: [ground squirrel/prairie dog]
- o Reasonableness probe (from Turri et al., 2015):
  - ▪ **"It is _____ for Darrel to think that he is looking at a red speckled ground squirrel."**
    - • Visual analogue scale, 0-100:
      - o [unreasonable <------------------------> reasonable]
- o Luck/Ability probe (from Turri, 2016b)
  - ▪ **"Darrel got the _____ answer because of his _____."**
    - • Requires two responses:
      - o Binary: [right/wrong]
      - o Visual analogue scale, 0-100:
        - ▪ [(in)ability<------------------------> (good/bad) luck]
- o Alternative knowledge probe (from Nagel et al., 2013)
  - ▪ **"In your view, which of the following sentences better describes Darrel's situation?"**
    - • Binary: ["Darrel knows that the animal he saw is a red speckled ground squirrel." OR "Darrel feels like he knows that the animal he saw is a red speckled ground squirrel, but he doesn't actually know that it is."]

Vignette 2: Modified "Gerald" Fake Barn Vignette (Colaço et al., 2014):

G1: "Gerald" Knowledge Control Condition

Gerald is driving through the countryside with his young son Andrew. Along the way he sees numerous objects and points them out to his son. 'That's a cow, Andrew,' Gerald says, 'and that over there is a house where farmers live.' Gerald has no doubt about what the objects are.

What Gerald and Andrew do not realize is the area they are driving through was recently hit by a very serious tornado. This tornado did not harm any of the animals, but did destroy most buildings. In an effort to maintain the rural area's tourist industry, local townspeople rebuilt new houses in the place of the destroyed houses. These new houses were rebuilt with all the materials necessary for them to look exactly like the

original houses from the road, and they are also fully furnished and can now be used as actual housing.

Having just entered the tornado-ravaged area, Gerald notices the many houses lining the roads. When he tells Andrew 'That's a house,' the object he sees and points at is a real house that has survived the tornado and not one of the new houses.

G2: "Gerald" Gettier Case Condition

Gerald is driving through the countryside with his young son Andrew. Along the way he sees numerous objects and points them out to his son. 'That's a cow, Andrew,' Gerald says, 'and that over there is a house where farmers live.' Gerald has no doubt about what the objects are.

What Gerald and Andrew do not realize is the area they are driving through was recently hit by a very serious tornado. This tornado did not harm any of the animals, but did destroy most buildings. In an effort to maintain the rural area's tourist industry, local townspeople built fake houses in the place of the destroyed houses. These fake houses were built with only the walls necessary for them to look exactly like real houses from the road, but they are empty and only for looks and cannot be used as actual housing.

Having just entered the tornado-ravaged area, Gerald has not yet encountered any fake houses. When he tells Andrew 'That's a house,' the object he sees and points at is a real house that has survived the tornado and not one of the fake houses.

G3: "Gerald" Ignorance Control Condition

Gerald is driving through the countryside with his young son Andrew. Along the way he sees numerous objects and points them out to his son. 'That's a cow, Andrew,' Gerald says, 'and that over there is a house where farmers live.' Gerald has no doubt about what the objects are.

What Gerald and Andrew do not realize is the area they are driving through was recently hit by a very serious tornado. This tornado did not harm any of the animals, but did destroy most buildings. In an effort to maintain the rural area's tourist industry, local townspeople built fake houses in the place of the destroyed houses. These fake houses were built with only the walls necessary for them to look exactly like real houses from the road, but they are empty and only for looks and cannot be used as actual housing.

Having driven through the tornado-ravaged area, Gerald has encountered many of these fake houses. When he tells Andrew 'That's a house,' the object he sees and points at is a fake house that was built after the tornado and is not actually a house.

Questions
Primary knowledge probe (from Turri et al., 2015):
- **"Gerald _____ that he is pointing at a real house."**

- Visual analogue scale, 0-100:
  - [only believes <------------------------> knows]
- Comprehension question (from Turri et al., 2015):
  - **"Gerald is pointing at a _____ house. "**
    - Binary: [real/fake]
- Reasonableness probe (from Turri et al., 2015):
  - **"It is _____ for Gerald to think that he is pointing at a real house."**
    - Visual analogue scale, 0-100:
      - [unreasonable <------------------------> reasonable]
- Luck/Ability probe (from Turri, 2016b)
  - **"Gerald got the _____ answer because of his _____."**
    - Requires two responses:
      - Binary: [right/wrong]
      - Visual analogue scale, 0-100:
        - [(in)ability<------------------------> (good/bad) luck]
- Alternative knowledge probe (from Nagel et al., 2013)
  - **"In your view, which of the following sentences better describes Gerald's situation?"**
    - Binary: ["Gerald knows that the house he is pointing at is a real house." OR "Gerald feels like he knows that the house he is pointing at is a real house, but he doesn't actually know that it is."]

Vignette 3: Modified "Emma" Diamond Vignette (adapted from Nagel et al., 2013)

E1: "Emma" Knowledge Control Condition

Emma is shopping for jewelry. She goes into a nice-looking store and selects a necklace from a tray marked "Diamond Earrings and Pendants". "What a lovely diamond!" she says as she tries it on. Emma could not tell the difference between a real diamond and a cubic zirconium fake just by looking or touching. However, this particular store has very honest employees who have a really positive reputation for their guaranteed real diamonds; in the tray Emma chose, all of the pendants had real diamonds rather than fake cubic zirconium stones (and the one she chose was really nice).

E2: "Emma" Gettier Case Condition

Emma is shopping for jewelry. She goes into a nice-looking store and selects a necklace from a tray marked "Diamond Earrings and Pendants". "What a lovely diamond!" she says as she tries it on. Emma could not tell the difference between a real diamond and a cubic zirconium fake just by looking or touching. Unfortunately, this particular store has very dishonest employees who have been stealing real diamonds and replacing them with fakes; in the tray Emma chose, almost all of the pendants had

cubic zirconium stones rather than diamonds (but the one she chose happened to be real).

E3: "Emma" Ignorance Control Condition

Emma is shopping for jewelry. She goes into a nice-looking store and selects a necklace from a tray marked "Diamond Earrings and Pendants". "What a lovely diamond!" she says as she tries it on. Emma could not tell the difference between a real diamond and a cubic zirconium fake just by looking or touching. Unfortunately, this particular store has very dishonest employees who have been stealing real diamonds and replacing them with fakes; in the tray Emma chose from, all of the pendants had cubic zirconium stones rather than diamonds (and the one she chose was in fact fake).

Questions
- Primary knowledge probe (from Turri et al., 2015):
  - **"Emma _____ that she chose a necklace made of diamonds."**
    - Visual analogue scale, 0-100:
      - [only believes <------------------------> knows]
- Comprehension question (from Turri et al., 2015):
  - **"Emma chose a necklace made of _____ ."**
    - Binary: [cubic zirconium stones/diamonds]
- Reasonableness probe (from Turri et al., 2015):
  - **"It is _____ for Emma to think that she chose a necklace made of diamonds."**
    - Visual analogue scale, 0-100:
      - [unreasonable <------------------------> reasonable]
- Luck/Ability probe (from Turri, 2016b)
  - **"Emma got the _____ answer because of her _____."**
    - Requires two responses:
      - Binary: [right/wrong]
      - Visual analogue scale, 0-100:
        - [(in)ability <------------------------> (good/bad) luck]
- Alternative knowledge probe (from Nagel et al., 2013)
  - **"In your view, which of the following sentences better describes Emma's situation?"**
    - Binary: ["Emma knows that she chose a necklace made of diamonds." OR "Emma feels like she knows that she chose a necklace made of diamonds, but he doesn't actually know that it is."]

Funneled Debrief Questions
- What do you think is the purpose of this study?
- What was your impression of the materials in this study?
- Have you ever participated in a similar study? If yes, please describe the study.

The Study Experience Questionnaire

The following questionnaire is your chance to give feedback on the study you have just participated in.

Please use the following anchors to describe your experience of this study.

Please circle the number that best represents your experience of the study relative to the two ends of the scale. Note that a '5' is the middle of a scale and can be used if you are not sure of an answer.

How much did you enjoy the study?		
I enjoyed the study a lot	Not sure	I did **not** enjoy the study at all
1 2 3 4 5 6 7 8 9		

How nervous were you during the study?		
I was very nervous during the study	Not sure	I was **not** nervous during the study at all
1 2 3 4 5 6 7 8 9		

How difficult did you find the study?		
I found the study tasks very difficult to complete	Not sure	I did **not** find the study tasks difficult to complete at all
1 2 3 4 5 6 7 8 9		

How boring did you find the study?		
I found the study task very boring	Not sure	I did **not** find the study activity boring at all
1 2 3 4 5 6 7 8 9		

How tiring did you find the study?		
I found the study task very tiring	Not sure	I did **not** find the study task tiring at all
1 2 3 4 5 6 7 8 9		

How quickly did you adjust to the study task?		
I was able to adjust to the study task very quickly	Not sure	I was **not** able to adjust to the study task quickly
1 2 3 4 5 6 7 8 9		

How regularly do you take part in research studies?		
I have taken part in many research studies	Not sure	I have **never** taken part in a research study before
1 2 3 4 5 6 7 8 9		

How self-conscious of your responses were you during the study?		
I was very self-conscious of the responses I gave in this study	Not sure	I was **not at all** self-conscious of the responses I gave in this study
1 2 3 4 5 6 7 8 9		

How motivated were you to help the researchers during the study?								
I was strongly motivated to help make the study a success for the researchers				Not sure		I was **not** at all motivated to help make the study a success for the researchers		
1	2	3	4	5	6	7	8	9

To what extent did you believe you were contributing to important research?								
I believe that my participation was contributing to very important research				Not sure		I **do not** believe that my participation was contributing to important research		
1	2	3	4	5	6	7	8	9

To what extent were you trying to work out the aim of the study during your participation?								
I was trying to work out the aim of the study during my participation				Not sure		I was **not** trying to work out the aim of the study during my participation		
1	2	3	4	5	6	7	8	9

Do you have any further comments about your experience of this study that we have not addressed above? Please give any further comments about this study below:

_____

Demographics
Finally, we would like to ask you to provide is with some demographic information.
How old are you (in years)? [open-ended]
What is your gender? [open-ended]
What country do you currently live in (country of residence)? [open-ended]
What is your country of birth? [open-ended]
What is your ethnicity/race? [open-ended]

How many years did you attend school? [open-ended]
How well do you speak English? Very good – good – not very good – not good at all

[note that the highlighted questions are not shown as open-ended on the sample survey (Appendix D), but they will be asked in an open-ended manner in our survey.