Supplemental Material

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Instructions for distinguishing MW and TRI

Your thought is still about some aspects of the lecture, albeit not the content per se. For example, you might think "how much longer is this video going to end?", "This lecture is interesting/boring.", "The lecturer just made an error.", "The knowledge is difficult to understand.", "I worry about the quiz after the video." In these and some other cases, you are still thinking something about the lecture, albeit not the content per se. Therefore, your attention is not completely offline, and we are not interested in these cases. Therefore, you should NOT press a key (in the self-caught condition)/you should press "N" (in the probe-caught condition) under this cases.

While watching the video, you may catch yourself doing things described in the following statements. Please classify these statements into the correct category. You can use the instructions above if you want.

1. You find yourself thinking about your plans for tonight. (MW)
2. You find yourself wondering what the quiz will be like. (TRI)
3. You find yourself thinking about what food to eat later while watching the video. (MW)
4. You find yourself thinking about how much longer the video will be. (TRI)
5. You find yourself thinking about what you did during the winter break. (MW)
6. You find yourself thinking about your trip to France when the lecturer mentioned "France". (MW)
7. You find yourself complaining how boring the video is. (TRI)

Fixation Duration: Teacher Area

GCA analyses followed the same protocol as in the main text. The figure below showed the observed average of fixation duration overlaid with fitted growth curves for each condition.

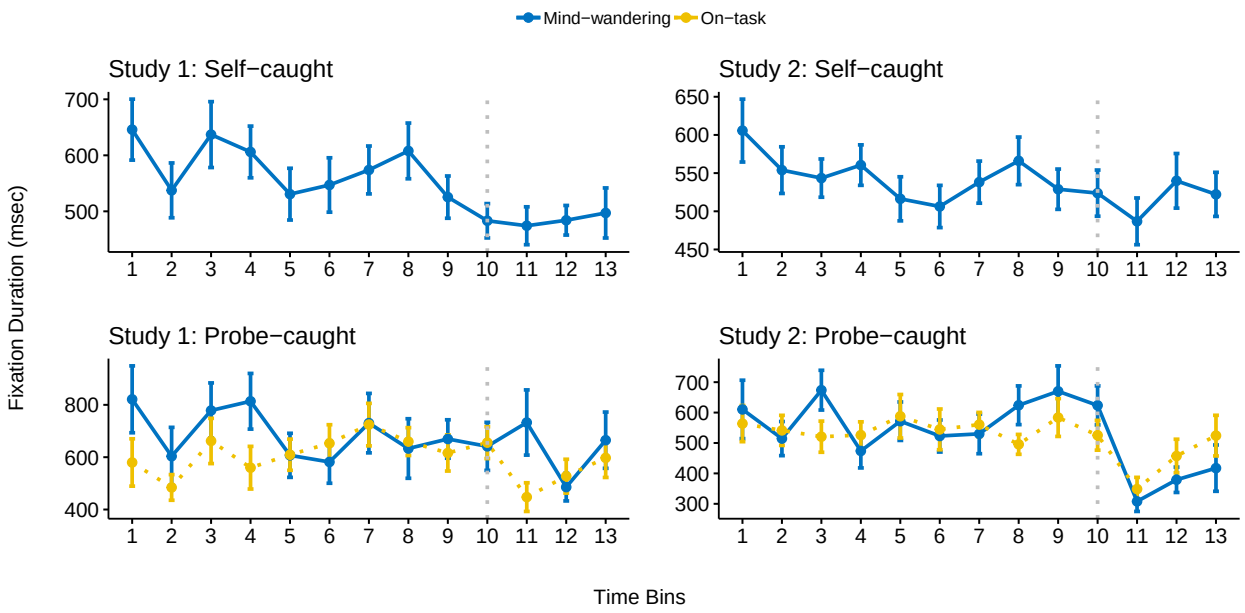

Figure 1: The observed average of fixation durations overlaid with fitted growth curves. The dots showed the observed average across participants, with error bars showing ± 1 *SE*. The lines showed fitted growth curves. Each number on the X-axis represents a 5-second bin.

Fixed effects were shown in the table below.

Table 1: Growth Curve Models for the Mean of Fixation Durations (*Teacher* Area)

	Study 1: Probe-caught	Study 1: Self-caught	Study 2: Probe-caught	Study 2: Self-caught
On-task	−77.68 (40.00)		−42.71 (34.74)	
Linear Term	−106.23 (91.15)	−87.14* (40.58)	75.33 (67.22)	−41.21 (25.45)
Quadratic Term	25.58 (83.95)	−5.72 (36.83)	73.31 (55.26)	50.56 (40.04)
On-task: Linear	232.02 (121.28)		−81.17 (83.86)	
On-task: Quadratic	−93.64 (110.73)		−80.04 (73.23)	
Constant	677.50*** (37.88)	568.19*** (31.21)	595.03*** (33.08)	544.65*** (17.69)

Notes. Reference level is Mind-wandering; Standard errors are in the parentheses; *** p < .001, ** p < .01, * p < .05.

Fixation Dispersion: Teacher Area

GCA analysis of the dispersion of fixations on the teacher area. The figure below showed the observed average of fixation dispersion overlaid with fitted growth curves.

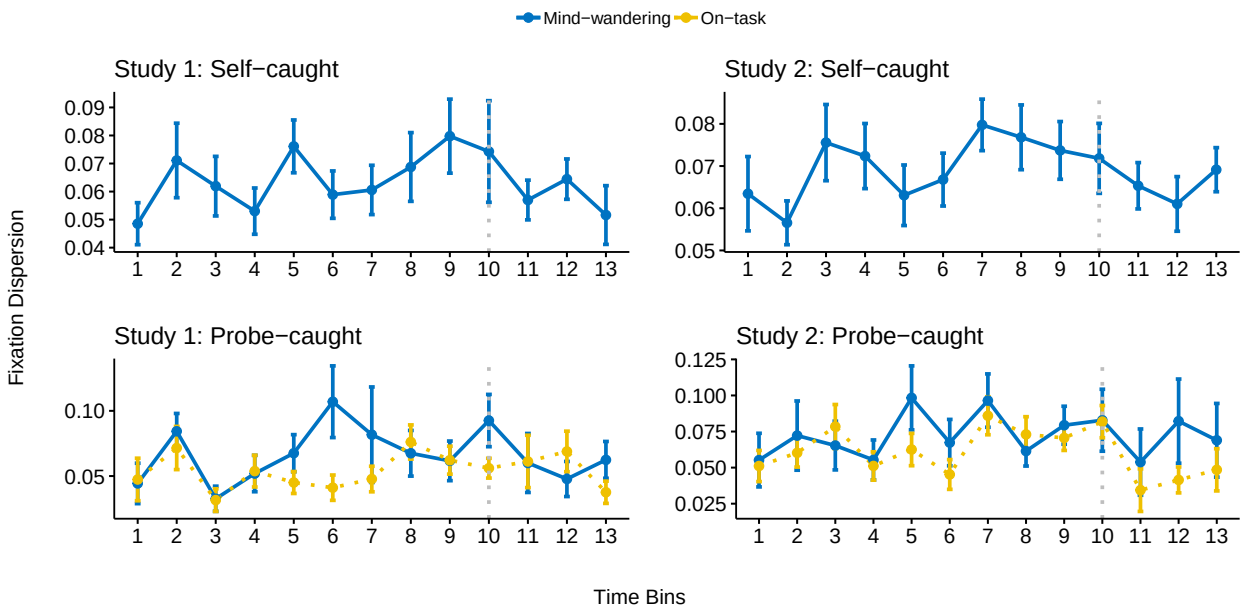

Figure 2: The observed average of fixation dispersion overlaid with fitted growth curves, for a period of 50 seconds before reporting. The dots showed the observed average across participants, with error bars showing $\pm$ 1 *SE*. The lines showed fitted growth curves. Each number on the X-axis represents a 5-second bin.

Fixed effects were shown in the table below.

Table 2: Growth Curve Models for Fixation Dispersion (*Teacher* Area)

	Study 1: Probe-caught	Study 1: Self-caught	Study 2: Probe-caught	Study 2: Self-caught
On-task	−0.01 (0.01)		−0.01 (0.01)	
Linear Term	0.04* (0.02)	0.02 (0.01)	0.02 (0.02)	0.01 (0.01)
Quadratic Term	−0.01 (0.02)	0.01 (0.01)	−0.01 (0.02)	−0.005 (0.01)
On-task: Linear	−0.03 (0.02)		0.003 (0.02)	
On-task: Quadratic	0.02 (0.02)		0.01 (0.02)	
Constant	0.07*** (0.01)	0.06*** (0.01)	0.07*** (0.01)	0.07*** (0.004)

Notes. Reference level is Mind-wandering; Standard errors are in the parentheses; *** p < .001, ** p < .01, * p < .05.