



Engaging Online Learners: Student-Led Interviews to Address Unemployment Misunderstandings

This paper presents a structured, student-led interview strategy designed to address common misconceptions about economic concepts, particularly the unemployment rate, in asynchronous online courses. By engaging students in guided interviews with non-economics individuals, the approach enhances comprehension through active, peer-to-peer learning and direct interaction. In turn, this method fosters student engagement, encourages critical thinking, and enables participants to articulate complex ideas in accessible language. Preliminary insights from the pilot indicate improvements in both student understanding and engagement, supported by positive feedback and performance assessments, showcasing the potential of interview-based learning for online economic education.

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1. Introduction

When it comes to economic courses, students do not enter the classroom as a blank slate. They bring with them an accumulation of years of experience, stored knowledge, preconceptions, and sometimes misconceptions. The new content they are exposed to may integrate seamlessly into their schema, be partially or incorrectly processed, or be rejected entirely if it conflicts with what the learner already “knows” to be true. Instructors can learn to anticipate students’ common thinking errors and halt misperceptions before they solidly take root. Addressing these misconceptions is crucial, as it impacts students’ overall understanding and application of economic principles, ultimately shaping their ability to think critically about economic issues.

According to Wittrock’s Theory of Generative Learning (1974), learners connect new information to what they already know by forming their own links between new concepts and existing knowledge. For instance, a student who understands scarcity as rarity in everyday language might mistakenly apply this definition to economic concepts, causing confusion. Therefore, students entering economic courses with prior knowledge may incorrectly integrate new information with their existing understanding, perpetuating any misconceptions they had before the course.

Examples of student misthinking or misunderstanding fall into three categories: the linguistic mindset, the physical mindset, and the resistive mindset (Kourilsky, 1993). The linguistic mindset is the tendency to identify with the everyday language usage of a word (e.g., scarcity versus rarity). Conflicts can occur either when the economic usage differs from the everyday usage or if the precision of the term matters (e.g., quantity demanded versus demand). The physical mindset derives from the students’ physical experiences that cause misconceptions about the understanding of graphical representations (e.g., shifting the supply right to illustrate a decrease). The resistive mindset derives from the natural resistance to acknowledge a reality different from what the student believes ought to be the case (e.g., price ceilings are not necessarily beneficial for consumers). These mindsets can impede students’ understanding of economic concepts. Furthermore, studies in cognitive psychology suggest that due to cognitive biases, misconceptions are deeply ingrained and challenging to eliminate (Kahneman, 2011; Lewandowsky et al., 2012).

Recognizing the persistence of misconceptions, researchers have explored different strategies to improve student understanding. Burdina and Sauer (2015) identified common misconceptions in economics courses and recommended using analogies and metaphors to help students reframe their thinking. Similarly, Hoffer (2019) suggested that students engage in independent research and data analysis to directly confront and correct their misunderstandings. Busom et al. (2017) examined how students’ preconceived economic beliefs evolve over a semester and found that misconceptions often persist despite formal instruction, suggesting that deeper cognitive biases contribute to these errors.

While much of the literature focuses on students in economics courses, misconceptions about economic concepts extend beyond the classroom. Runge and Hudson (2020) conducted a mixed-method study in the U.K. that explored how the general public perceives economic issues. Their findings indicated that individuals tend to interpret economic concepts through the lens of personal financial experiences rather than in the context of the broader national economy. This parallels findings in educational settings, where students often struggle to separate their personal viewpoints from economic principles.

In this paper, we discuss how incorporating interviews into a discussion assignment

helps students identify and correct misconceptions about the unemployment rate, including its definition, calculation, and common misunderstandings. Through these interviews, students not only recognize their own misconceptions but also gain insight into the misunderstandings held by their peers, friends, or family members. This process provides students with an opportunity to actively engage in explaining and clarifying economic concepts, reinforcing their own learning while helping others develop a more accurate understanding. The assignment proposed in this paper is designed to challenge and rectify misunderstandings. Particularly in online asynchronous classes, where direct interactions between instructors and students are limited, our interview-based method significantly enhances active student engagement and fosters a deeper connection with the course material.

Using student-led interviews in online discussions helps make learning more interactive and engaging, especially in asynchronous courses where students often work alone. This approach encourages students to actively explore complex ideas while also learning from their peers. By discussing misconceptions with others, they not only deepen their own understanding but also develop important communication skills.

2. Misconceptions about the unemployment rate.

Students enrolled in introductory economics courses frequently exhibit several misconceptions related to unemployment, largely due to limited exposure to formal economic education and oversimplified portrayals in the media. These misconceptions fall under a linguistic and resistive mindset (Kourilsky, 1993). The word unemployed, if taken literally, means someone without a job. Thus, students often assume that anyone without a job is automatically counted as unemployed.

Unemployment is also a buzzword. Even those who have not had formal economic education are familiar with the word and hear it on a regular basis, either through the news or conversations with friends/family. These conversations are likely to address unemployment negatively, as, normally, people tend to complain about the unemployment rate, even when the unemployment rate is within acceptable margins. Thus, many form a belief that any amount of unemployment is not good for the economy and that the current unemployment rate is much higher than it ought to be. Furthermore, students, just like the public, tend to overestimate the current unemployment statistics, potentially leading to concerns over employment prospects, lowering their confidence in negotiating and the minimum pay they are willing to accept (Cardoso et al., 2016).

In the assignment presented in this paper, we have asked students to identify misunderstandings that they had about unemployment prior to taking the course. We analyzed students' responses in one section of online asynchronous principles of macroeconomics course (n=96) and 67% of students stated they had misconceptions about who counts as unemployed and/or how the unemployment rate was calculated (this includes but is not limited to misunderstanding of discouraged workers, the need to actively look for a job, full time vs. part time employment, etc.). About 30% of all students also stated that they thought that the ideal unemployment rate should be close to zero or that any kind of unemployment was not good for the health of the economy. The notion that the unemployment rate should be zero reflects a fundamental misunderstanding of labor market dynamics and economic stability. Some students equate a perfectly functioning economy with universal employment, interpreting any level of unemployment as indicative of economic failure. Only 12% of all students stated that they didn't have any misconceptions about unemployment prior to taking the course.

From the responses that students gathered during the interviews, we were able to

calculate that 86% of all respondents (n=96) overestimated the unemployment rate at that period, and 45% of all respondents overestimated the unemployment rate by at least two percentage points. 55% of all respondents stated that the ideal unemployment rate should be 0%.

Based on our observations, the misconceptions about unemployment can be categorized into two primary themes:

1. Understanding what unemployment measures:

Many students erroneously believe that the unemployment rate includes all individuals without a job, failing to recognize that it specifically accounts for those actively seeking employment. This misunderstanding excludes discouraged workers, underemployed individuals, and those not currently engaged in job searching due to various personal circumstances.

2. Perceived negatives of any unemployment:

A common belief among students is that all unemployment is harmful to the economy. This perspective leads to the erroneous assumption that an optimal economy would exhibit a 0% unemployment rate. Such a viewpoint disregards the essential distinctions among frictional, structural, and cyclical unemployment, as well as the role each plays in a dynamic labor market.

The assignment that we present in this paper relies on the use of peer interviews to help students correct misconceptions about unemployment. This assignment engages students by having them identify common misconceptions, reflect on their own understanding, and explain the correct concepts to others. By teaching and correcting the misconceptions of those they interview, students deepen their own learning and improve their grasp of the material. This paper looks at how effective this method is in asynchronous online courses.

3. Addressing misconceptions related to unemployment through an interview discussion assignment.

Sharp et al. (2005) outlined generative learning strategies that enhance student engagement by encouraging organization, integration, and elaboration. Strategies that promote organization involve the student imposing an organization on the content (e.g., outlines, summaries, concept maps). Strategies that promote integration are those that assist students in making connections to their prior experience and knowledge (e.g., paraphrasing, developing analogies/metaphors). Strategies that promote elaboration require the student to connect the new content with additional information (e.g., find real-world examples).

The discussion-based interview assignment presented in this paper incorporates both integration and elaboration strategies. Through integration, students actively engage with unemployment concepts by discussing their own misconceptions and identifying misunderstandings in others. These peer interactions, along with discussions with instructors and individuals outside the course, help reinforce learning by requiring students to explain and reframe economic concepts in their own words (DeBrick, 2020). At the same time, the assignment promotes elaboration by encouraging students to extend their learning beyond the classroom. By analyzing real-world perceptions of unemployment and addressing common misconceptions, students move beyond passive absorption of material and apply economic reasoning to practical discussions. This dual emphasis on integration and elaboration strengthens students' conceptual understanding while improving their ability to effectively

communicate economic ideas.

We specifically designed a discussion-based assignment because we believe that student interaction is a key factor in deepening learning and correcting misunderstandings. When students engage in conversations with their peers, they have the opportunity to confront misconceptions, refine their understanding, and gain new perspectives. By discussing their own misconceptions, seeing similar misunderstandings in their peers, and working through explanations together, students reinforce their learning in a way that is both collaborative and reflective. This type of active engagement is particularly valuable in online asynchronous courses, where opportunities for interaction can be limited. The discussion format ensures that students not only clarify their own misunderstandings but also develop the ability to communicate economic concepts clearly to others.

Below is an overview of the discussion-based assignment used to address common misconceptions about the unemployment rate in a Principles of Macroeconomics course. The full assignment instructions are included in **Appendix A**, a student worksheet to guide completion is provided in **Appendix B**, and a grading rubric appears in **Appendix C**.

Step 1: Preparation. Before starting the assignment, students are asked to review the lecture content on unemployment. This ensures they have a clear understanding of how unemployment is defined and measured. Students are also instructed to look up the most recent unemployment statistics so they are familiar with the current rate before conducting their interview.

Step 2: Reflection on personal misconceptions. After reviewing the material, students reflect on their prior understanding of unemployment. Many students report not knowing how the unemployment rate is calculated, what it actually represents, or what a healthy unemployment rate should be. This step helps students recognize and articulate their own misconceptions.

Step 3: Conducting the interview and reflection. Students then interview someone outside the classroom—preferably someone without a background in economics—about their understanding of unemployment. The interview questions are designed to uncover common misconceptions and promote a conversation allowing students to apply what they've learned. Following the interview, students reflect on the experience of explaining economic concepts. They describe the misconceptions their interviewee had, how they addressed them, and their overall impression of the interaction. This step encourages students to think critically about communication and teaching.

Step 4: Peer response. Since the assignment takes place in a discussion forum, students are required to respond to at least one peer's post. In their response, they are encouraged to compare interview experiences, reflect on similarities and differences, and engage in thoughtful conversation about what they learned.

Below are several strategies instructors can use to support a productive and engaging discussion experience for students:

- **Normalize misconceptions as a learning opportunity.** Encourage students to share their initial thoughts without fear of being wrong. Emphasize that misconceptions are a natural part of the learning process. For example, an instructor might begin the discussion by saying, *"It's common to misunderstand economic indicators. I used to think the unemployment rate should be 0%, but I learned in my first macroeconomics course that a healthy economy actually includes some unemployment due to job*

transitions."

- **Clarify expectations and provide a grading rubric.** Clearly outline the components students need to include in their posts. Use a rubric to guide grading and to make expectations transparent. A sample rubric is included in **Appendix C**, which can be adapted to include elements such as participation, use of evidence, clarity of explanation, and respect for others' viewpoints.
- **Introduce common misconceptions to break the ice.** Kick off the discussion by sharing a few widespread misconceptions. This helps students feel more comfortable admitting their own. For instance, say: *"A common misconception is that everyone without a job is counted as unemployed. Think about why that might not be true—and what criteria are actually used to determine the unemployment rate."*
- **Encourage evidence-based responses.** Guide students to support their points with data or information from lectures and readings. This builds critical thinking and research skills. For example, ask students to reference recent labor statistics or course materials when explaining why the unemployment rate is not as high as some people believe, or how the rate is actually calculated.
- **Wrap up with a summary.** At the end of the discussion, summarize key takeaways and correct any lingering misunderstandings. This reinforces accurate knowledge and closes the loop. For example, an instructor might send a follow-up message to the class, such as: *"This week, we clarified that the unemployment rate is not expected to be 0% in a healthy economy. We discussed why not everyone without a job is counted as unemployed, and how specific criteria, like actively seeking work, affect the measurement. Your posts showed that these misconceptions are common, but you not only identified and corrected them, you also explained why some level of unemployment is expected and what today's unemployment rate tells us about the economy."*

4. Benefits of using interviews as an assignment to correct misconceptions about unemployment.

Using interviews as the foundation for a discussion assignment offers several pedagogical benefits. When students share their interview experiences with peers or instructors, they receive formative feedback that deepens their understanding (Walstad et al., 2010). In explaining the responses gathered during their interviews, students engage in "learning by teaching," an approach widely recognized as one of the most effective ways to reinforce understanding. Teaching others helps clarify key concepts and encourages students to actively process and internalize the material.

The assignment also fosters more authentic learning by encouraging students to explain economic concepts in their own words, rather than simply repeating definitions from class. Personal language promotes a deeper, more personalized connection to the content and helps students relate new ideas to their existing knowledge base (Dixon, 2012).

The discussion format is intentional: when students see that their peers held similar misconceptions, they are more likely to feel comfortable admitting and addressing their own misunderstandings. Peer interaction also supports collaborative learning, where students clarify concepts for one another and work together, often unknowingly, to strengthen their understanding.

This activity aligns well with highly rated practices in online learning, as identified by

Cundell and Sheepy (2018), who found that students in online courses value assignments that promote connection and collaboration. In this assignment, students not only engage with someone outside the course through the interview but also participate in peer-to-peer learning, exchanging insights and interpretations that make economic ideas more tangible. This dual-layered interaction supports critical thinking and communication skills, as students must explain abstract concepts in accessible terms. In doing so, they demystify economic terminology and theories, making them more relatable and grounded in everyday experience.

Additionally, openly discussing misconceptions allows students to examine and challenge their own assumptions—a key step in intellectual development. For instructors, this provides insight into student understanding beyond standard assessments, while for students, it creates an opportunity to apply concepts in real-world conversations. Commenting on classmates' posts further reinforces these ideas through collaboration and community building, aligning with principles of generative learning (Wittrock, 1974) and the small teaching philosophy (Darby & Lang, 2019).

This assignment also supports feedback-driven metacognition as outlined by Agarwal and Bain (2019), combining instructor and peer feedback with student reflection. As students share their interview experiences and receive responses, they engage in real-time reflection and adjustment, promoting deeper awareness of their learning process.

Finally, this activity is particularly effective in today's educational environment, where AI tools are readily available. By requiring students to conduct live interviews, the assignment adds a human element and emotional engagement that AI-generated responses lack. Real conversations—especially those with friends or family—can lead in unexpected directions, encouraging students to adapt their thinking and communication strategies in the moment. This fosters flexible, critical thinking, skills that are increasingly important in a world where AI can provide information but not authentic human interaction.

5. Student perceptions

During Fall 2023 and Spring 2024, students in three sections of principles of macroeconomics were asked to complete a survey revealing their attitudes toward the interview assignments. Students were also asked to provide any comments they had regarding the assignment. We analyzed the wording used by students to describe the assignment, and the most common descriptive words and phrases for the assignment were 'fun', 'engaging', and 'great learning experience'.

Students' perceptions about the unemployment discussion assignment fall into four categories, which are discussed below.

- 1. Educational engagement:** A recurring theme is the use of interactive assignments, specifically interviewing family and friends, which not only enhances understanding of economic concepts but also engages students in a more dynamic learning process.
- 2. Teaching as learning:** Many students expressed that teaching what they have learned to someone else solidifies their own understanding and makes the learning process more enjoyable and effective. Many students also state that while they enjoyed the assignment, they realized how challenging it could be to teach economics to others, which lead them to a greater appreciation of their economics instructors.
- 3. Real-world application:** Students appreciate the opportunity to apply theoretical

knowledge in real-life scenarios, which helps them better understand and retain information.

4. Social interaction: The assignments facilitate social interaction, making learning a more communal and enjoyable activity.

Most students report finding the assignment of interviewing family and friends about the unemployment rate to be a positive and enjoyable experience. They often express appreciation for the opportunity to engage with their friends and family on a topic that impacts society broadly, finding the interaction not just educational but also fun. This task encourages lively discussions that extend beyond the interview itself, bringing economic concepts into family dialogues in an accessible way. The students also like that this assignment is different from many other assignments that they are required to complete on a regular basis, either in this course or in other courses.

Interestingly, many students note that the enthusiasm isn't limited to the interviewee alone; other family members, often both parents, frequently express a keen interest in participating and sharing their perspectives. This collective involvement underscores the assignment's ability to foster a collaborative and inclusive learning environment, making the exploration of economic issues a shared family experience that enriches students' understanding and appreciation of the subject.

A few students did not like the logistical challenges of arranging interviews, and as with any assigned work, students vary in the effort they put forth. Some resist this technique due to the "extra" intellectual effort required. It is more work on the part of the student to conduct an interview than it is to select a multiple-choice answer. Instructors familiar with learner-centered techniques will be familiar with this resistance. These observations lead us to believe that some students are still not clear about all the important elements of the assignment. In Appendix B, we present a grading rubric that often helps students pay better attention to the elements of the assignment, and as a result, to improve their performance.

6. Conclusion

Because students bring prior experiences and knowledge to the classroom, it is useful to recognize how their existing schemas may impede their understanding of new economic concepts. Generative learning techniques offer a way to bridge students' prior knowledge with new material, helping them reframe misconceptions and deepen their comprehension. Using structured interviews to address misunderstandings provides instructors with valuable insight into students' thought processes and allows for targeted instructional adjustments.

This paper does not aim to conduct an empirical analysis of corrected misunderstandings; rather, it provides a structured learning tool that instructors can implement in their courses to address student misconceptions about unemployment. Our focus is on designing an instructional approach that fosters engagement and conceptual clarity, rather than measuring specific learning outcomes at this stage. Future work will include designing and implementing an experiment to see whether interviews and discussions of misconceptions aid students in understanding concepts from the principles of economics courses. Additionally, exploring more varied forms of interviews, perhaps generating an AI-based interview, could reveal other dimensions of student understanding and engagement, offering a more comprehensive view of the effectiveness of this pedagogical strategy.

Further research could explore the integration of this interview method into hybrid and fully in-person courses, examining changes in student engagement and comprehension across

different learning environments. Additionally, expanding this approach to other complex economic topics, such as inflation or fiscal policy, may further enhance student learning by promoting deeper engagement with foundational economic concepts. Future studies may also consider incorporating AI-generated interviews to explore new dimensions of student understanding and engagement, offering a more comprehensive view of the effectiveness of this pedagogical strategy.

During the preparation of this work the author(s) used ChatGPT4.0 in order to check for clarity, coherence, and grammatical accuracy. After using this tool/service, the author(s) reviewed and edited the content as needed and take(s) full responsibility for the content of the publication.

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Appendix A

Exploring Misconceptions About Unemployment: Discussion Assignment.

Objective: The goal of this discussion is to explore common misconceptions about unemployment and the unemployment rate. Through this discussion, you will reflect on your own prior understanding, engage in a conversation with someone outside the field of economics, and apply what you have learned to correct misconceptions.

Learning Outcomes:

- After completing this assignment, you will be able to:
- Identify and correct common misconceptions about unemployment.
- Apply economic concepts in real-world conversations.
- Develop critical thinking and teaching skills.

Discussion Assignment instructions:

This assignment consists of two parts: your initial discussion post and a response to one peer. Use the worksheet provided to guide and organize your work.

Before starting the assignment, review the lecture materials, take notes, and watch any associated videos. Make sure to find the most current unemployment rate before you conduct the interview (you can use bls.gov or fred.stlouisfed.org to find unemployment statistics).

Part 1. Initial post. Your post should include four sections described below. Alternatively, you can complete the worksheet provided for this assignment and then copy and paste your completed worksheet into your post.

1. Personal reflection on your own misconceptions

Before studying this topic, did you have any misunderstandings about how unemployment is defined or measured? Common misconceptions include:

- Thinking that anyone without a job is counted as unemployed
- Believing the unemployment rate is based on jobless claims
- Assuming the unemployment rate should be 0% in a healthy economy
- Thinking it represents the percentage of the entire U.S. population without a job
- If you had any misconceptions, describe them briefly. If not, explain how and where you first learned the correct definition of unemployment.

2. Summary of your interview

Choose one person—a friend or family member—who does NOT have an economics or business degree. In the discussion, briefly describe the following:

- Who did you interview? What is their background?

- Why did you choose this person?
- What did you expect their answers to be?

3. Summary of interview responses

During the interview, ask your interviewee the following questions, record the responses, and post them in your initial discussion post. Keep in mind that the goal of this step is not to judge their answers but to understand how people outside of economics think about unemployment.

- How do you think the unemployment rate is calculated?
- What do you think the current unemployment rate is?
- Do you think unemployment is currently high, low, or just right?
- What do you think the unemployment rate should be?
- What do you think we should do to address unemployment?

Extra credit: If you conduct the interview in person, ask your interviewee to write the most recent unemployment rate on a piece of paper and take a picture of them holding it. If they prefer, they can cover their face. If the interview was conducted virtually, ask them to do this on their own and send you the image. Attach this picture to your discussion post.

4. Explanation and reflection.

- Reflect on your interview and use what you've learned in this course to explain and clarify any misconceptions your interviewee had. In your reflection, address the following:
- What misconceptions did your interviewee have about unemployment and how it is measured? Were their answers surprising to you?
- How did you explain the correct definition of unemployment, how it is measured, and why common misunderstandings exist?
- How did they respond to your explanations? Were they surprised, skeptical, or interested? Did they change their perspective on any points?
- What did you learn from this experience about how non-economists think about unemployment? Did the conversation challenge or reinforce any ideas you had before?
- Did you enjoy the process of teaching someone about unemployment? What challenges did you face in explaining the concepts clearly?

Part 2. Peer response. Read and comment on at least one of your classmates' posts. In your response, make sure to do the following:

- Compliment your classmate on their work.
- Discuss any similarities or differences between the responses you received and theirs.
- Compare the explanations you provided with theirs.

Note: Simply agreeing or “liking” a post will not be sufficient for full credit.

Appendix B

Worksheet: Exploring Misconceptions About Unemployment

Name: _____ Date: _____

Instructions: You can copy and paste this worksheet into your discussion post. Fill in your responses in the provided spaces. *Before starting this worksheet, review the lecture materials and any associated videos.*

1. Reflect on your own misconceptions. Before studying this topic, did you hold any misconceptions about unemployment? If so, describe them. If not, explain how you initially learned the correct definition of unemployment.

Your response:

2. Conduct an interview and provide the following information:

Who did you interview? (*Describe their background, e.g., "I interviewed my cousin, who works in healthcare."*)

Your response:

Why did you choose this person? (*Explain why you selected them for the interview.*)

Your response:

What did you expect their answers to be before conducting the interview? (*Did you anticipate they would have misconceptions? If so, what kind?*)

Your response:

3. Questions and Responses

Record your interviewee's exact responses to the following questions.

How do you think the unemployment rate is calculated?

Interviewee's response:

What do you think the current unemployment rate is?

Interviewee's response:

Do you think unemployment is currently high, low, or just right?

Interviewee's response:

What do you think the unemployment rate should be?

Interviewee's response:

What do you think we should do to address unemployment?

Interviewee's response:

Extra credit! *If you conduct the interview in person, ask your interviewee to write the most recent unemployment rate on a piece of paper and take a picture of them holding it. If they prefer, they can cover their face. If the interview was conducted virtually, ask them to do this on their own and send you the image.* Attach this picture to your discussion post.

4. Explain and Reflect

Identifying misconceptions. What misconceptions did your interviewee have about unemployment and how it is measured? Were their answers surprising to you?

Your response:

Explaining the correct concepts. How did you explain the correct definition of unemployment, how it is measured, and why common misunderstandings exist?

Your response:

Interviewee's reaction. How did your interviewee react to your explanations? Were they surprised, skeptical, or interested? Did they change their perspective on any points?

Your response:

Personal reflection. What did you learn from this experience about how non-economists think about unemployment? Did the conversation challenge or reinforce any ideas you had before?

Your response:

Teaching experience. Did you enjoy the process of teaching someone about unemployment? What challenges did you face in explaining the concepts clearly?

Your response:

Appendix C

Unemployment discussion grading rubric

Category	Excellent	Proficient	Developing	Needs improvement	Incomplete
Step 2: Personal Reflection on Misconceptions (20 points max)	Clearly and thoroughly describes prior misconceptions or explains how they initially learned the correct definition of unemployment. Provides multiple examples and demonstrates deep reflection.	Identifies prior misconceptions or explains previous knowledge but lacks depth or multiple examples.	Provides a brief or vague description of prior misconceptions with minimal reflection or detail.	Minimal effort in explaining misconceptions or previous knowledge. No clear connection to learning outcomes.	Does not provide a reflection on prior misconceptions or personal understanding.
Step 3: Conducting the Interview (20 points max)	Provides a clear and complete description of the interviewee's background, rationale for selection, and expectations. Accurately records responses with detailed notes and includes an interview image as required.	Describes the interviewee and expectations but lacks depth or clarity. Provides responses but may omit some details. Includes interview image.	Provides an incomplete description of the interviewee or expectations. Responses are vague or lack key information. Image may be missing.	Provides minimal or unclear information about the interviewee and responses. Does not include interview image.	Does not conduct or document the interview.
Step 4: Explanation & Reflection (40 points max)	Clearly identifies and explains misconceptions using course material. Uses examples, comparisons, and/or data effectively. Discusses the interviewee's reactions and provides a thoughtful personal reflection. Response is well-organized and insightful.	Identifies misconceptions and explains them but lacks depth or supporting examples. Discusses reactions and provides reflection but with limited analysis. Organization could be improved.	Provides basic identification of misconceptions but explanation is underdeveloped or lacks clarity. Minimal discussion of reactions or reflection.	Minimal effort in explaining misconceptions or personal reflection. Little connection to course material. Lacks organization.	Does not provide explanations or reflection.
Step 5: Peer Discussion (20 points max)	Engages meaningfully with at least one peer's post. Provides a thoughtful comment that compares experiences, discusses similarities/differences, and extends the discussion with additional insight.	Comments on a peer's post but response lacks depth or comparison. Provides some engagement but does not fully extend the discussion.	Leaves a basic or brief comment with little insight or comparison to their own experience.	Minimal effort in commenting, lacks meaningful engagement, or simply agrees without elaboration.	Does not engage in peer discussion.