Jared Campbell: So are you saying that if you talk about contemporary issues, that
students generally will gravitate towards understanding that these things have worth?

C necessarily. If they learn something, they take something away that will help them in

I don't know if he had pity. It took some pity on me, but I worked so hard and and that
taught me a valuable lesson. Never worked harder. I didn't necessarily like the guy. The
guy was a bit of a jerk. But in some ways he was my best professor because I learned a
lot about Physics and a lot about Calculus, but also how to think differently and how to
study. So I think there's value in the classes that you don't need or want.

Jared Campbell: Do you think there is a connection between how somebody behaves
as a student to how they behave as an instructor?

Jason Griggs: It's tough for me to say without knowing each individual, but I know it
influenced me a lot because I think you had you said a second ago about you learn that
it's OK to be smart. I had a similar lesson in fifth grade. I mentioned Miss Zerrin earlier,
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my fifth grade teacher. She's the one that kind of took me out of the trash heap a little bi trash hC̐ՠei ՠma Mishftՠ@isq tec܀#䀄뀀Mseco@ecot֖需茠㄀䬀each�　a㑀Mthaՠ ‱ beuaC̐բ̐MShor a mށ〄䀀d no2⍄ Ӏm茠㄀圀loed mee s@茠ㄅ怀ma Mis茠㄀Ⰰhc
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Jared Campbell: What do you think the main differences between a bad teacher and a
good teacher?

Jason Griggs: I mean, I've worked with a lot of other instructors here in higher
education and in Japan as well in middle school and high schools. But it seems like the
less effective instructors seem to not care about their students quite as much. They're
more in it for themselves for some reason, or they're into the idea of being a teacher or
they got stuck with that job. I know I've talked to some colleagues who complain about

Jason Griggs: Just make a clear statement or two at the beginning. And if there's some
infractions that start with you, you clamp down hard. And I mean just a bit like a drill

Jason Griggs: And the point you made about marching forward together. If you start
getting where they're interdependent on each other, they don't feel like it's just them or if
it's a, oh, we're doing group work with these people. And if someone's not going to do
the work well, they're all going to do the work.
Jared Campbell: You made a differentiation between group and team.
Jason Griggs: Yes.
Jared Campbell: What is the difference between group and team?
Jason Griggs: Well, I think a lot of students have that negative connotations of group
work. That just sounds like a bunch of people thrown together. But a team tends to have
a common goal. I mean, especially if you have students who are athletes or have some
experience working as a team. And I think when they get into the job force and the job
market and when they start getting to real world, I'm on a number of committees which I
consider teams to solve common problems. That's what I was kind of tried to create a
sense of community that a team has. Teams tend to bond together, whereas groups just
exist. I mean, you can we have a group of people you sit with at lunch that's not as a
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Yes.

final team project and the teamwork which I give, but also a component of each
student's grade is what the teammates give them.
Jared Campbell: That can be brutal, I think. Oh, I like it.
Jason Griggs: It can be brutal for the slackers.
Jared Campbell: Yeah, Yeah, for the slackers as well.
Jason Griggs: But I've never seen where someone is dotal'e lot ot wors a the teo.

Jason Griggs: That's a great question. I don't know. I hope I keep teaching, keep
learning, keep having fun. I love my jobs. I love what I do.
Jared Campbell: Alright, on behalf of the Florida Institute of Technology, the teaching
counsel here, we've got Mr. Jason Griggs. I'd like to thank him for coming into the FIT to
teach podcast studios that we're teaching that we're doing finally at the glorious WFIT
Studios and Studio B. Thanks for having us and happy teaching, everyone.