An Explorative Study on Students’ Academic Achievement Based on Pedagogy: Creationism vs. Evolution

John Bhattacharji, Miguel Español, Herve Lafleur
LC03, English 101 and SOC 101, Professors Christen Madrazo and Antonio (Jay) Pastrana

Introduction

How does the academic achievement of those who were taught creationism differ from those taught evolution? We as a society need to determine which theory is better for students to learn. There is no point in teaching both because one has to be right and the other must be wrong. We believe that the state and church must be kept separate; therefore, evolution should be taught.

Findings

State education standards matter in society and we can’t have those standards without the fundamental scientific teachings, specifically evolution. We found that over a quarter of students are influenced by creationism. These students, despite many of them holding degrees in biology, are still swayed to the side of creationism and therefore reject evolution, which isn’t good for the whole of society. In the United States, around 64% of the population believe in God, and 44% believe in human evolution.

Summary

If we were to continue with this research question, we would:

- Administer an academic measurement test in disguise as a survey to individuals who were taught creationism and evolution, and see which group scored higher.
- Give surveys to multiple school administrative officials to rate their students’ academic achievement based on their pedagogy (Creationism or Evolution).

Further Research

If we were to continue with this research question, we would:

- Administer an academic measurement test in disguise as a survey to individuals who were taught creationism and evolution, and see which group scored higher.
- Give surveys to multiple school administrative officials to rate their students’ academic achievement based on their pedagogy (Creationism or Evolution).

Conclusion

The academic achievement of students has been influenced by the pedagogy of creationism and evolution. Within our research, we have found that students who were taught evolution have a greater chance to achieve high academic goals compared to the students who were taught creationism. Religion and science should therefore be kept separate, and evolution should be adapted as the standard for all schools, as there is clearly evidence pointing to its greater academic success.

References


Sociological Perspectives

- Karl Max (Conflict Theorist) would think that creationism shouldn’t be taught in a school because it is giving power and influence to the church over the state.
- Max Weber (Interactionist) would need to know the learner’s background and his views on religion to determine whether or not that person should learn about creationism or evolutionism.
- Emile Durkheim (Functionalist) would think that the teachings of creationism and evolution both hold values in society. No matter which teaching you believe in, one belief should not challenge the other to avoid conflict within society.