

1. **Introduction**

The purpose of this study is to investigate the effects of a new educational program on student performance. The program is designed to improve critical thinking and problem-solving skills through a series of interactive exercises and projects.

2. **Methodology**

The study employed a quasi-experimental design. A group of students was selected from a large university and divided into two groups: an experimental group and a control group. The experimental group received the new educational program, while the control group received the traditional curriculum.

3. **Results**

The results of the study show that the experimental group performed significantly better than the control group on all measures of critical thinking and problem-solving. The improvement was most pronounced in the areas of logical reasoning and the ability to apply knowledge to new situations.

4. **Conclusion**

The findings of this study suggest that the new educational program is effective in enhancing student performance. The program's focus on interactive learning and practical application appears to be a key factor in the observed improvements.

5. **Implications**

The results of this study have important implications for educational practice. They suggest that traditional lecture-based instruction may be less effective than more interactive and experiential methods for developing higher-order thinking skills.

6. **References**

Smith, J. (2018). *Enhancing Student Performance Through Interactive Learning*. New York: Academic Press.

Johnson, M. (2019). *The Impact of Problem-Based Learning on Critical Thinking*. Journal of Educational Research, 122(3), 456-472.