

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 activities and projects.

2. **Methodology**

The study was conducted using a quasi-experimental design. A group of 50 students was divided into two groups: an experimental group and a control group. The experimental group participated in the new educational program, while the control group followed the traditional curriculum. Data was collected through pre-tests, post-tests, and a series of assignments.

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 difference was most pronounced in the post-test and the final project assignments.

4. **Conclusion**

The findings of this study suggest that the new educational program is effective in improving student performance. The program's focus on interactive learning and critical thinking appears to be a key factor in its success.

5. **Implications**

The results of this study have important implications for educators and curriculum developers. It suggests that traditional lecture-based instruction may be less effective than interactive, project-based learning. Further research is needed to explore the long-term effects of this program and to identify the most effective components.

6. **References**

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

Johnson, M. (2019). *The Impact of Project-Based Learning on Critical Thinking Skills*. Journal of Educational Research, 121(3), 456-472.