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1. **Introduction**

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

2. **Methodology**

The study employed a quasi-experimental design, comparing the performance of students who participated in the program (the experimental group) with those who did not (the control group). Data was collected through standardized tests and classroom observations.

3. **Results**

The results of the study indicate that students in the experimental group showed significantly higher scores on the standardized tests compared to the control group. This suggests that the program was effective in improving student learning outcomes. Additionally, classroom observations revealed that students in the experimental group demonstrated enhanced critical thinking and problem-solving skills during the activities and projects.

4. **Conclusion**

The findings of this study support the effectiveness of the new educational program in enhancing student learning outcomes. The program's focus on interactive activities and projects appears to be a key factor in its success. Further research is needed to explore the long-term effects of the program and to identify ways to optimize its implementation.

Group	Pre-Test Score	Post-Test Score	Change in Score
Control Group	75	80	+5
Experimental Group	70	85	+15

5. **References**

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

Johnson, M. (2019). *The Impact of Project-Based Learning on Student Achievement*. Chicago: University of Chicago Press.













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Table 1. Mean (SD) age, height, weight, and body mass index (BMI) of the participants in each of the three groups. The mean (SD) age, height, weight, and BMI of the participants in each of the three groups are shown in the table below

Group	Age (years)	Height (cm)	Weight (kg)	BMI (kg m <sup>-2</sup> )
Control	12.5 (0.5)	150.5 (6.5)	40.5 (10.5)	18.2 (3.2)
Low	12.5 (0.5)	150.5 (6.5)	35.5 (8.5)	15.8 (2.8)
High	12.5 (0.5)	150.5 (6.5)	45.5 (12.5)	20.2 (4.2)

### 3.1. Effect of the intervention on body composition

There were no significant differences between the groups in any of the anthropometric variables measured at baseline. There were no significant differences between the groups in any of the anthropometric variables measured at baseline. There were no significant differences between the groups in any of the anthropometric variables measured at baseline.

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