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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 modules.

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 program, while the control group received traditional instruction.

3. **Data Collection**
Data was collected through standardized tests and surveys. The tests measured critical thinking and problem-solving skills, while the surveys assessed student engagement and satisfaction. Data was collected at three points: before, during, and after the program.

4. **Results**
The results of the study show a significant improvement in critical thinking and problem-solving skills for the experimental group compared to the control group. The improvement was most pronounced in the post-program assessment.

5. **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 critical thinking appears to be a key factor in its success.

6. **Implications**
The results have important implications for educational practice. They suggest that traditional instruction may be less effective than interactive learning in developing critical thinking and problem-solving skills.

7. **Limitations**
There are several limitations to this study. The sample size was relatively small, and the study was conducted over a short period of time. Future research should investigate the long-term effects of the program and its effectiveness in larger, more diverse populations.

8. **References**
The following references were consulted during the research process:
- Smith, J. (2018). *Improving Student Performance Through Interactive Learning*. New York: Academic Press.
- Johnson, M. (2019). *The Impact of Problem-Solving on Critical Thinking*. Chicago: University Press.

9. **Appendix**

10. **Conclusion**
The study concludes that the new educational program is a promising approach to improving student performance. It provides a structured and interactive environment that fosters critical thinking and problem-solving skills. The results of the study are encouraging and suggest that this program should be widely implemented in educational settings.



1. **Introduction**

2. **Methodology**

3. **Results and Discussion**

Parameter	Value
Mean	1.2
Standard Deviation	0.5
Minimum	0.5
Maximum	2.0

4. **Conclusion**

Year	Value
2010	1.5
2011	1.8
2012	2.0
2013	1.7
2014	1.4



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Year	Q1	Q2	Q3	Q4
2018	12.5	15.2	18.7	21.3
2019	14.1	17.8	21.5	24.9
2020	16.3	20.1	24.6	28.4
2021	18.7	23.5	28.9	32.1
2022	21.2	26.8	32.4	35.7





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1. **Introduction**

2. **Methodology**

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4. **Conclusion**

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