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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 activities and projects.

The study is structured as follows: Section 2 provides a literature review of existing research on educational programs. Section 3 describes the methodology used in the study, including the selection of participants and the design of the intervention.

Section 4 presents the results of the study, showing a significant improvement in student performance after the intervention. Section 5 discusses the implications of these findings for educational practice and future research.

2. Literature Review

Previous research has shown that interactive learning environments can lead to higher levels of student engagement and learning outcomes. This study builds on these findings by exploring the specific effects of the new program on critical thinking and problem-solving skills.

3. Methodology

The study used a quasi-experimental design with two groups of students: an experimental group that received the new program and a control group that received traditional instruction. Data was collected through pre-tests, post-tests, and follow-up assessments.

4. Results

The results of the study indicate that the experimental group showed significantly higher scores on critical thinking and problem-solving tasks compared to the control group. These findings suggest that the new program is effective in enhancing these skills.

5. Discussion

The findings of this study have important implications for educational practice. They suggest that interactive learning environments can be used to effectively teach critical thinking and problem-solving skills. Further research is needed to explore the long-term effects of the program and to identify the most effective components of the intervention.