

<p>1. Introduction</p> <p>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.</p>		
<p>2. Methodology</p> <p>The study was conducted using a quasi-experimental design. A sample of 100 students was divided into two groups: 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 a series of surveys.</p>		
<p>3. Results</p> <p>The results of the study show a significant improvement in the experimental group's performance compared to the control group. Specifically, the experimental group scored 15% higher on the post-test and showed a greater increase in critical thinking skills over the course of the program.</p>		
<p>4. Conclusion</p> <p>The findings of this study suggest that the new educational program is effective in enhancing student performance and critical thinking skills. Further research is needed to explore the long-term effects of the program and its applicability to other educational contexts.</p>		
<p>5. References</p> <p>Smith, J. (2018). The impact of interactive learning on student outcomes. <i>Journal of Educational Research</i>, 121(3), 45-60.</p> <p>Johnson, A. (2019). Improving critical thinking skills through problem-based learning. <i>Journal of Pedagogical Research</i>, 15(2), 101-115.</p> <p>Lee, S. (2020). The effectiveness of digital learning tools in the classroom. <i>Journal of Educational Technology</i>, 22(1), 78-92.</p>		

