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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 the standard curriculum.

3. **Results**  
The results of the study indicate that the experimental group showed significantly higher scores on the critical thinking and problem-solving tests compared to the control group. This suggests that the new program is effective in enhancing these skills. The data also shows that the experimental group maintained their performance over time, indicating a lasting impact of the program.

4. **Conclusion**  
Based on the findings, it is concluded that the new educational program is a valuable tool for improving student performance. The program's focus on interactive learning and critical thinking appears to be the key to its success. Further research is needed to explore the long-term effects of the program and to identify ways to integrate it into existing curricula.

5. **References**  
The following references were consulted during the research process:  
- Smith, J. (2018). *Improving Student Performance: A Guide for Educators*. New York: Academic Press.  
- Johnson, M. (2019). *The Impact of Interactive Learning on Student Engagement*. Journal of Educational Research, 121(3), 45-60.  
- Brown, L. (2020). *Critical Thinking and Problem-Solving: Essential Skills for the 21st Century*. London: Routledge.