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<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 activities.</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 that the experimental group performed significantly better than the control group on all measures of critical thinking and problem-solving. The improvement was most pronounced in the areas of logical reasoning and creative problem-solving.</p>	<p>4. Conclusion</p> <p>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 the observed improvements.</p>																																												
<p>5. Discussion</p> <p>The results of this study are consistent with previous research that has shown the benefits of interactive learning. The program's emphasis on active participation and collaborative learning may be responsible for the observed gains in student performance.</p>	<p>6. Limitations</p> <p>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 impact on a larger, more diverse sample of students.</p>	<p>7. Implications</p> <p>The findings of this study have important implications for educational practice. The program's success suggests that traditional lecture-based instruction may be less effective than more interactive approaches. Educators should consider incorporating similar activities into their own classrooms.</p>	<p>8. References</p> <p>Smith, J. (2018). The impact of interactive learning on student performance. <i>Journal of Educational Research</i>, 121(3), 456-472.</p> <p>Johnson, M. (2019). Enhancing critical thinking skills through collaborative learning. <i>Journal of Pedagogical Research</i>, 15(2), 123-145.</p>																																												
<p>9. Appendix A</p> <p>Pre-test scores for the experimental group.</p> <table border="1"> <tr><th>Student ID</th><th>Score</th></tr> <tr><td>001</td><td>78</td></tr> <tr><td>002</td><td>82</td></tr> <tr><td>003</td><td>75</td></tr> <tr><td>004</td><td>80</td></tr> <tr><td>005</td><td>79</td></tr> </table>	Student ID	Score	001	78	002	82	003	75	004	80	005	79	<p>10. Appendix B</p> <p>Post-test scores for the control group.</p> <table border="1"> <tr><th>Student ID</th><th>Score</th></tr> <tr><td>001</td><td>72</td></tr> <tr><td>002</td><td>75</td></tr> <tr><td>003</td><td>70</td></tr> <tr><td>004</td><td>73</td></tr> <tr><td>005</td><td>71</td></tr> </table>	Student ID	Score	001	72	002	75	003	70	004	73	005	71	<p>11. Appendix C</p> <p>Survey results regarding student satisfaction with the program.</p> <table border="1"> <tr><th>Statement</th><th>Strongly Agree</th><th>Agree</th><th>Disagree</th><th>Strongly Disagree</th></tr> <tr><td>The program is engaging and interesting.</td><td>85%</td><td>10%</td><td>5%</td><td>0%</td></tr> <tr><td>The program helps me understand the material better.</td><td>78%</td><td>15%</td><td>7%</td><td>0%</td></tr> <tr><td>The program is well-organized and easy to follow.</td><td>82%</td><td>12%</td><td>6%</td><td>0%</td></tr> </table>	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	The program is engaging and interesting.	85%	10%	5%	0%	The program helps me understand the material better.	78%	15%	7%	0%	The program is well-organized and easy to follow.	82%	12%	6%	0%	<p>12. Appendix D</p> <p>Additional data and charts related to the study.</p>
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