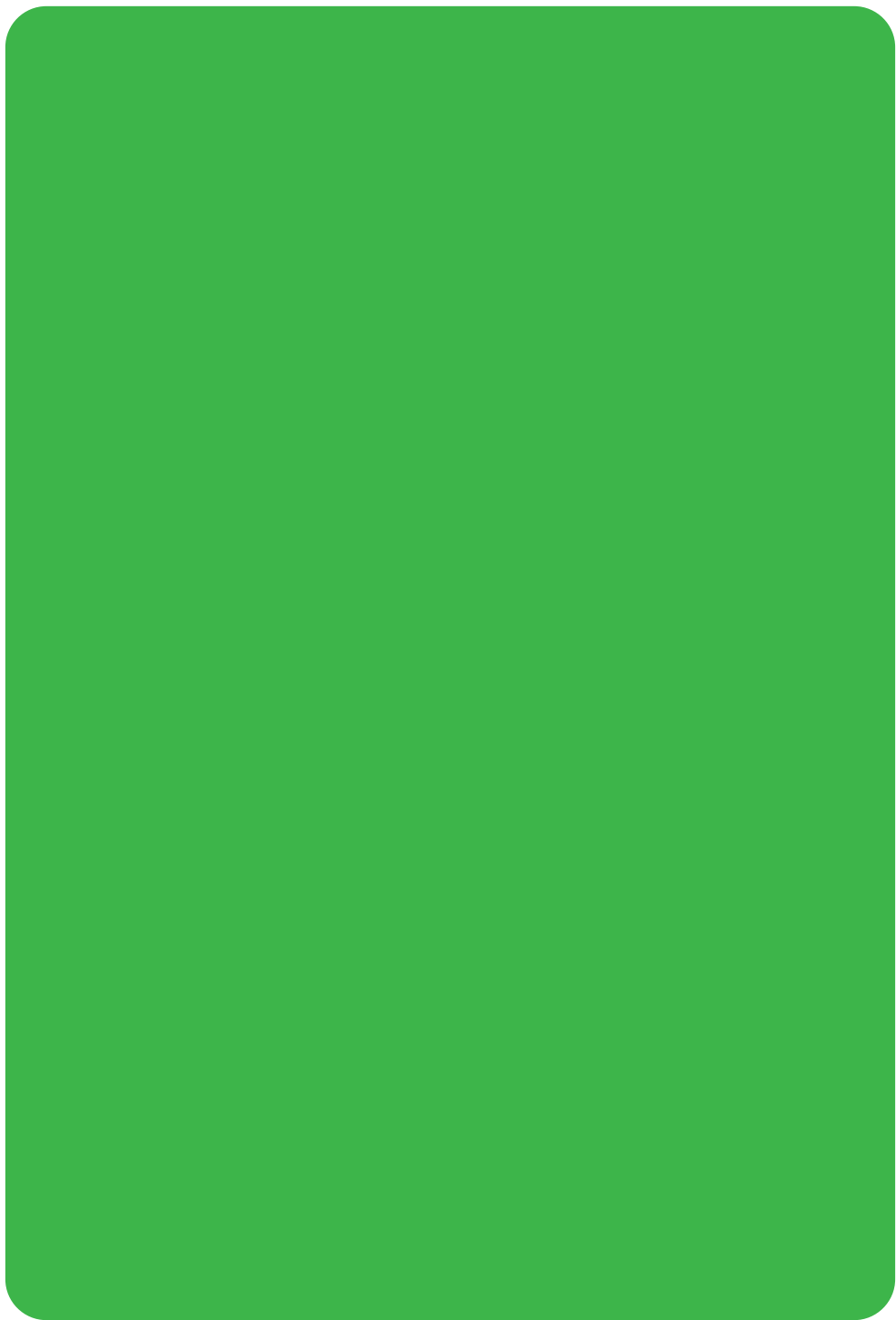




**blue**





green



orange

1. *Introduction*

The purpose of this study is to investigate the effects of a new educational program on student learning outcomes. The program is designed to enhance critical thinking and problem-solving skills through a series of interactive modules.

The study was conducted over a period of six months, involving a sample of 120 students from a large university. The data was collected through a combination of pre-test and post-test assessments, as well as student feedback surveys.

The results of the study indicate that the program had a significant positive impact on students' learning outcomes. Specifically, there was a notable increase in scores on critical thinking and problem-solving tasks compared to the control group.

These findings suggest that the program is effective in achieving its intended goals. However, further research is needed to explore the long-term effects of the program and to identify potential areas for improvement.

In conclusion, the study provides strong evidence for the effectiveness of the new educational program. The program's focus on interactive learning and critical thinking appears to be a successful approach for enhancing student learning outcomes.

The study was supported by a grant from the National Science Foundation. The authors would like to thank the participating students and faculty members for their contributions to the research.

References:  
- Smith, J. (2018). *Enhancing Student Learning Outcomes through Interactive Learning*. New York: Academic Press.  
- Johnson, A. (2017). *The Impact of Problem-Based Learning on Student Performance*. Journal of Educational Research, 120(3), 456-472.

Appendix A: Pre-test and Post-test Assessment Results  
Appendix B: Student Feedback Survey Results

Figure 1: Line graph showing the change in scores on critical thinking tasks from pre-test to post-test. The scores increased significantly for the experimental group compared to the control group.

Figure 2: Bar chart showing the distribution of student responses to the feedback survey. The majority of students reported that they found the program to be helpful and engaging.

pink

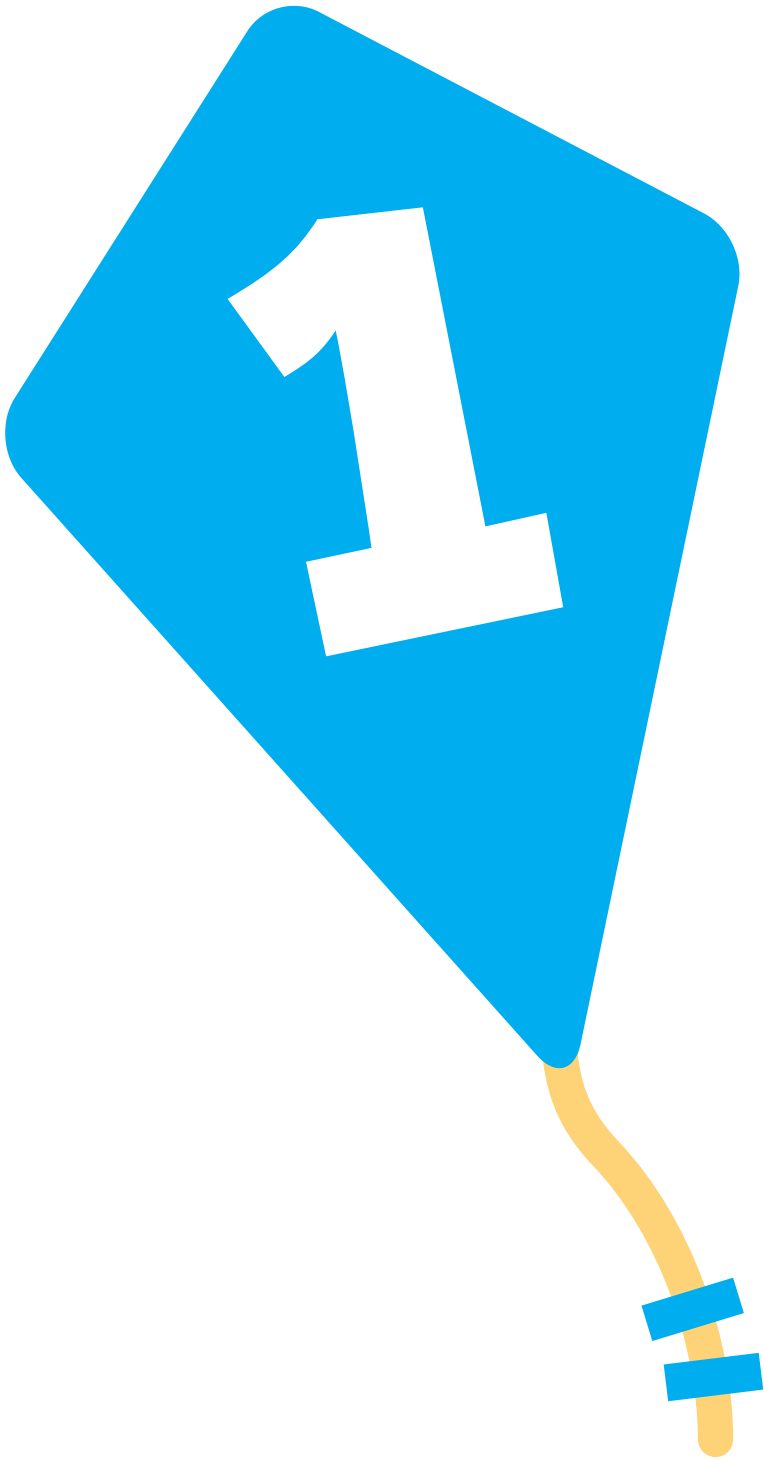


red





**yellow**



**one**



**two**



three





**four**



**five**



**six**



**seven**





eight



**nine**



**ten**



book





# chair



door



pencil



# table





# window



# arms



# ears



eyes





# head



# legs



# mouth



nose





# brother



dad

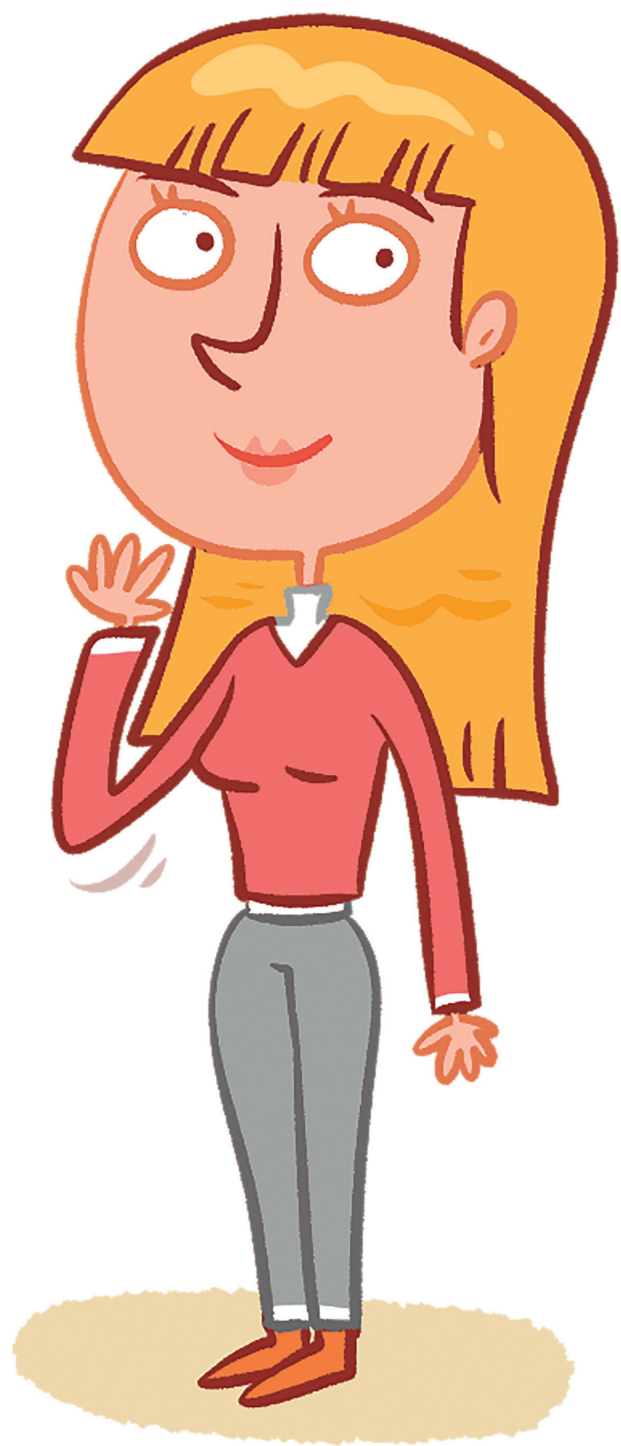


# grandma



grandpa





**mum /  
mom**



# sister



# fish





# lion





parrot





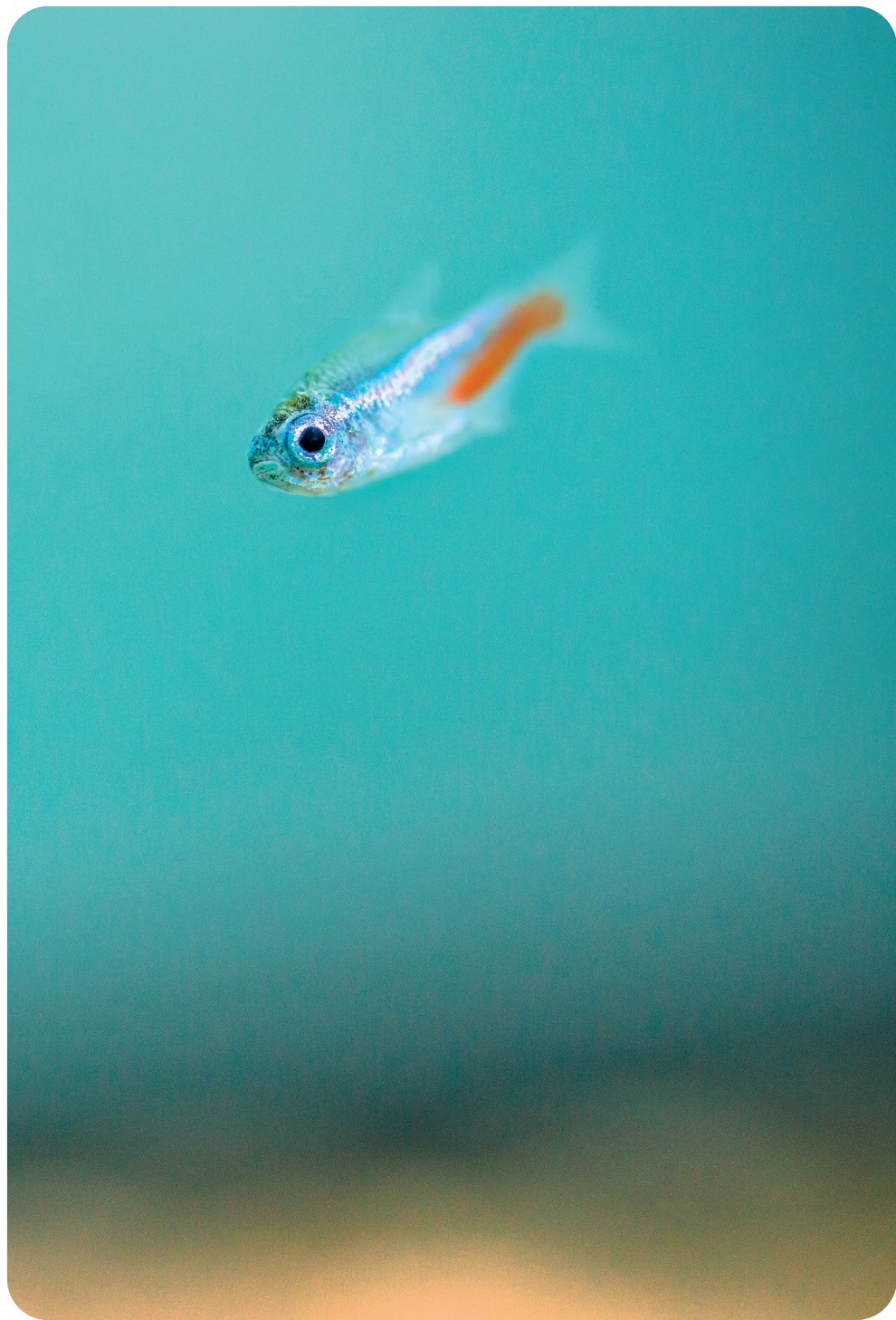
# zebra





# big





# small





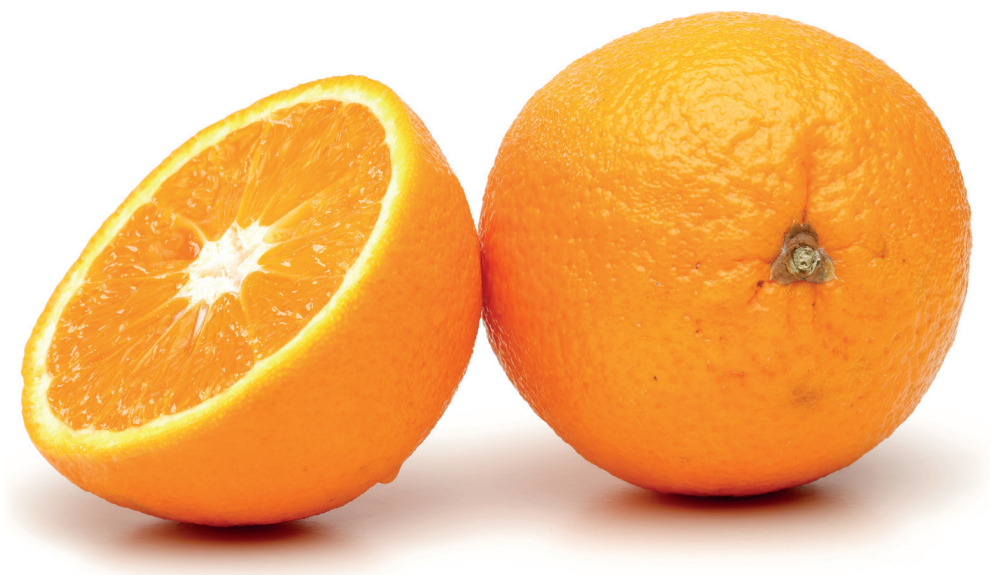
cake /  
cupcake



# chocolate



**milk**



# oranges

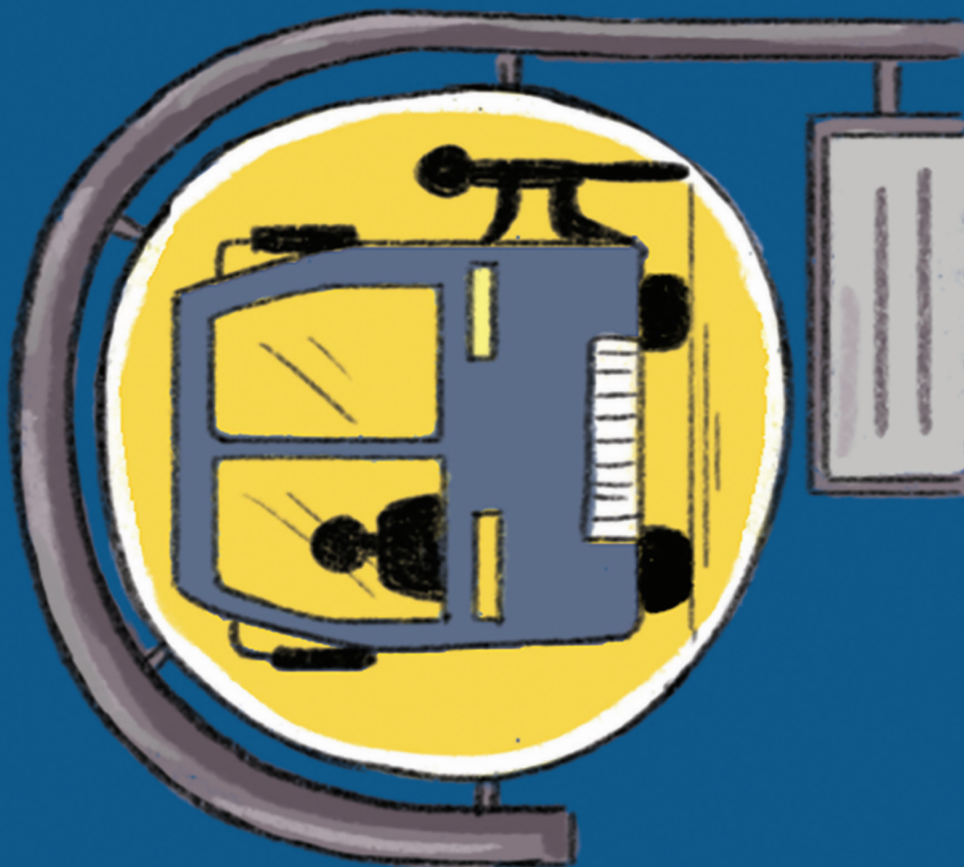




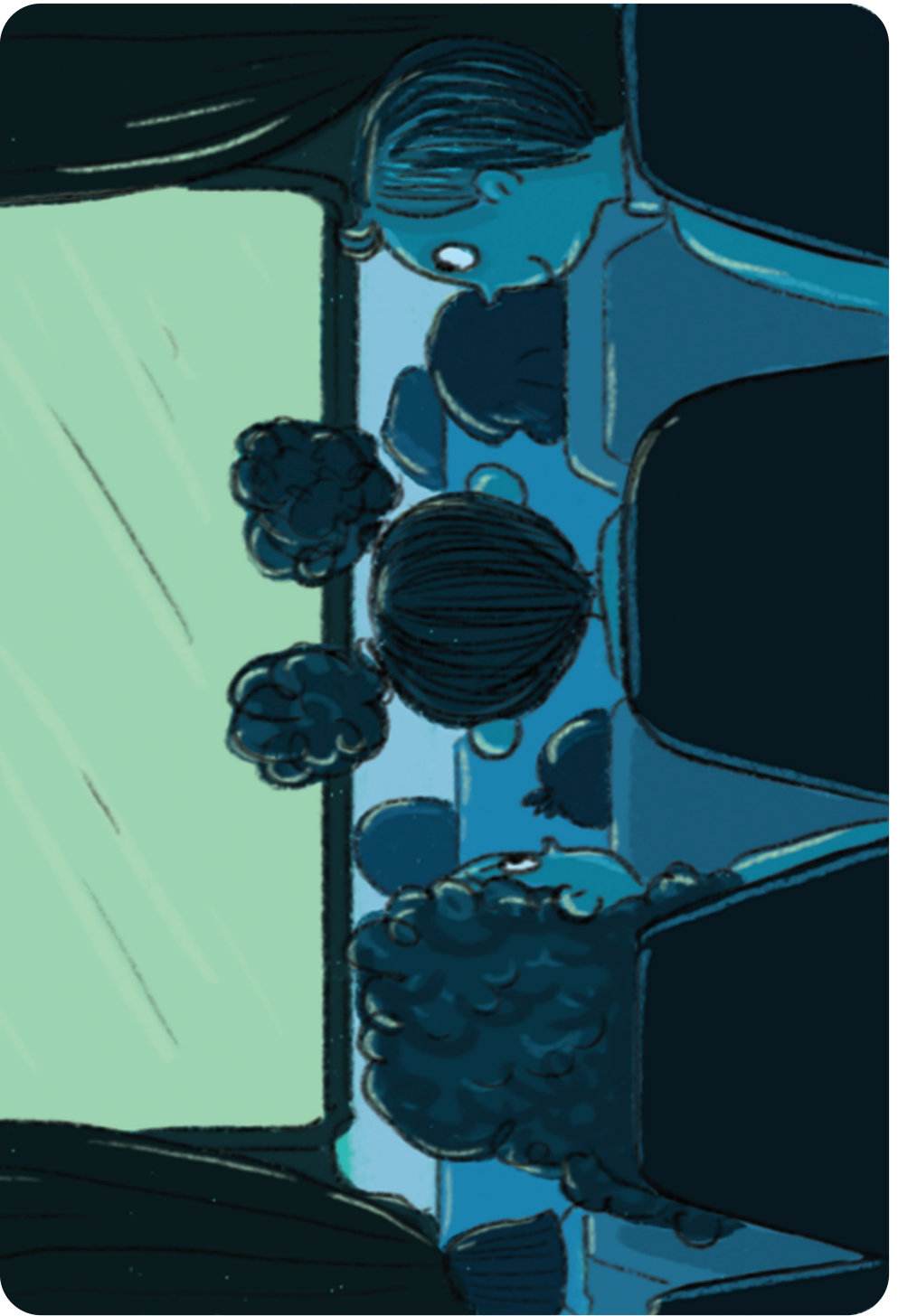
pears



# tomatoes

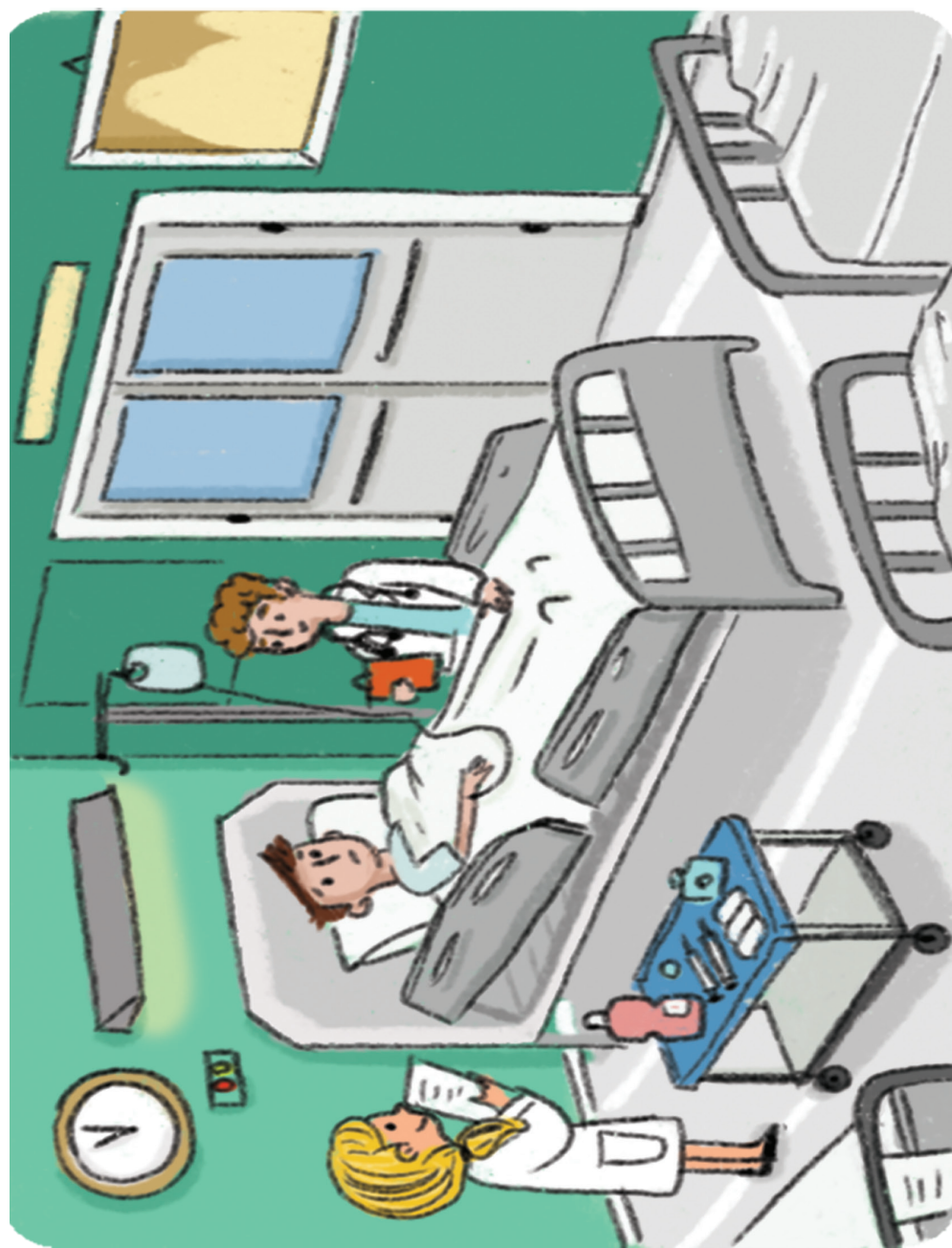


# bus stop

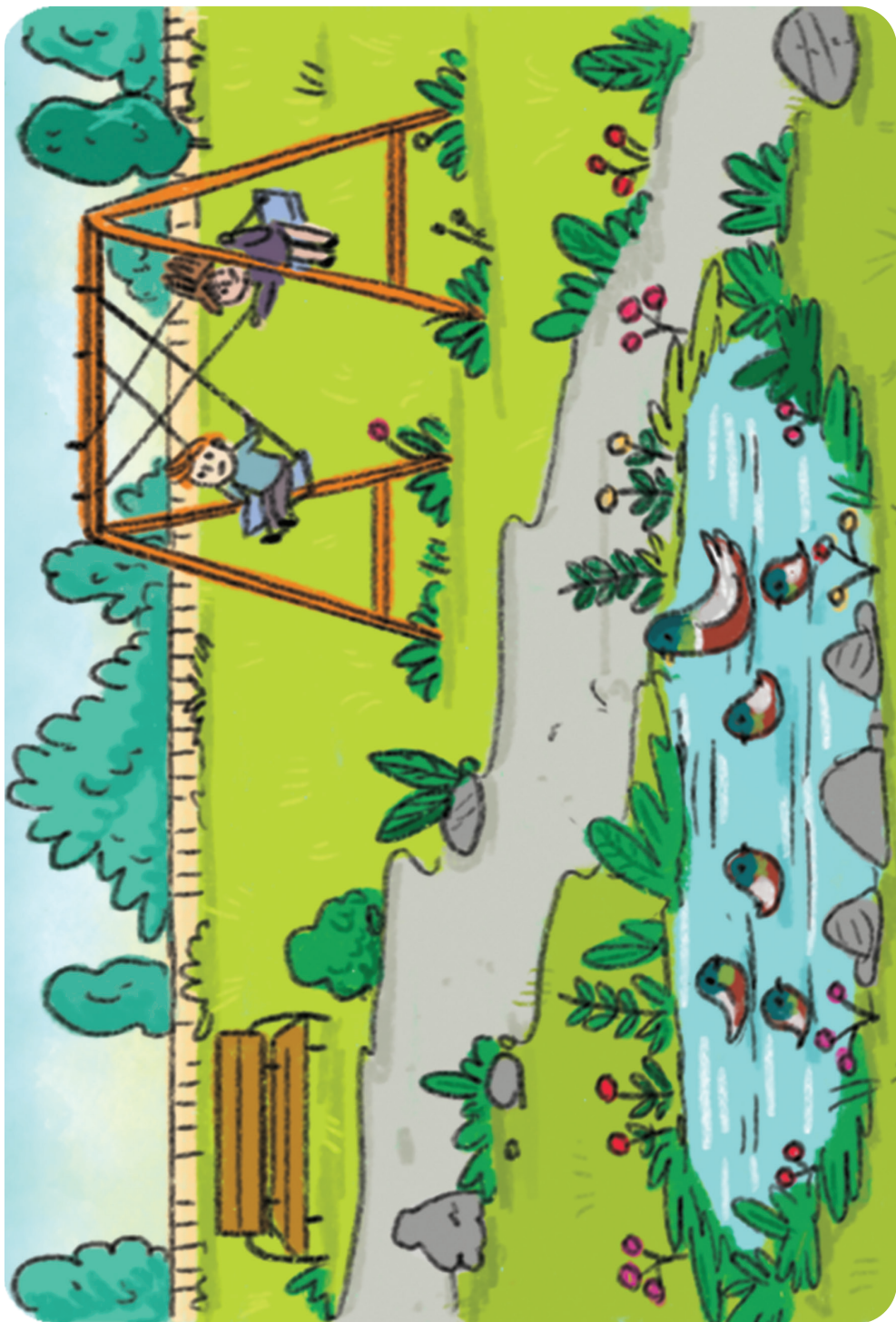


# cinema / movie theater





# hospital

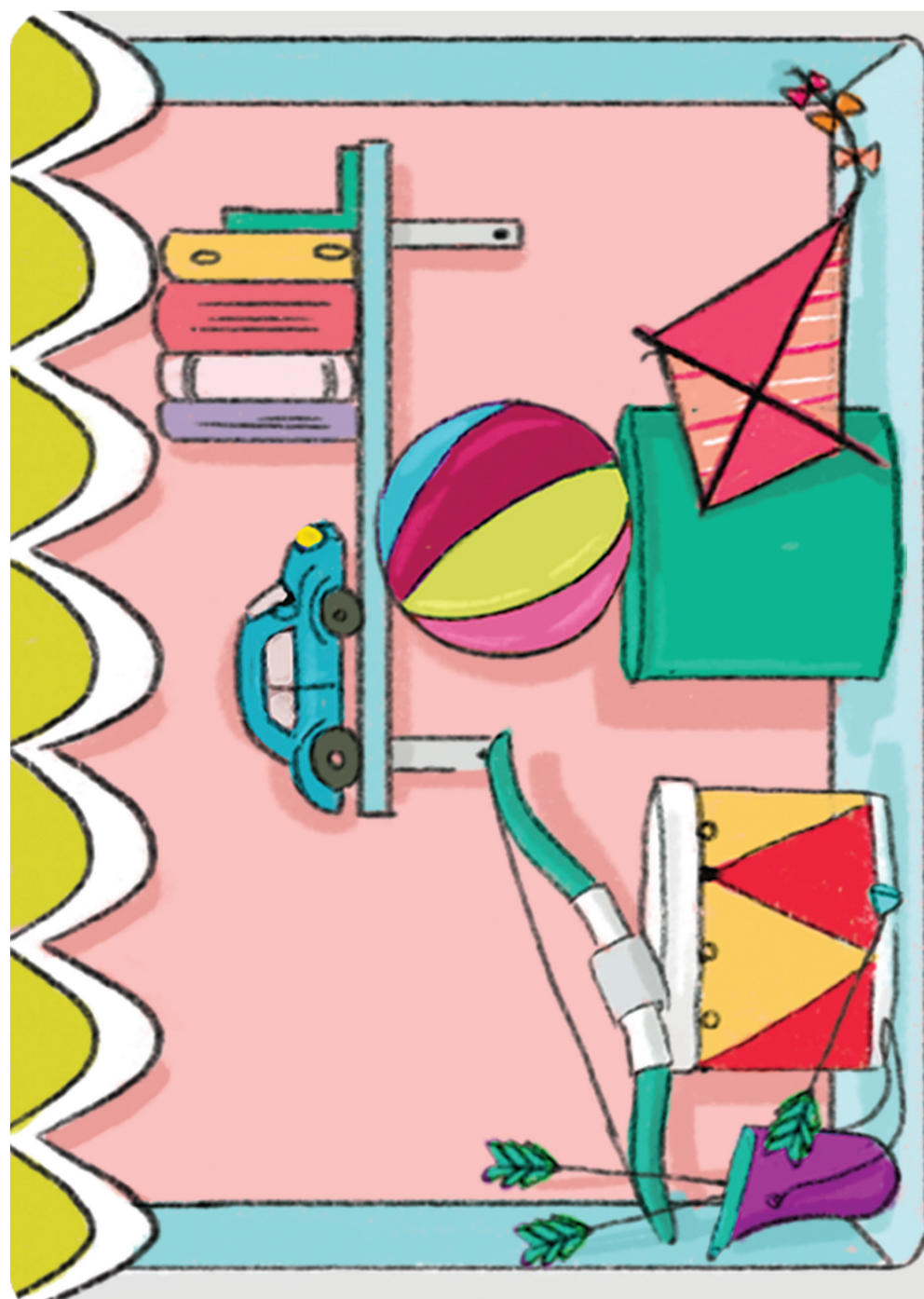


# park



# school





toy shop /  
toy store





# doctor



fire  
fighter



# gardener



police  
officer





# teacher



**vet**



# boots



coat





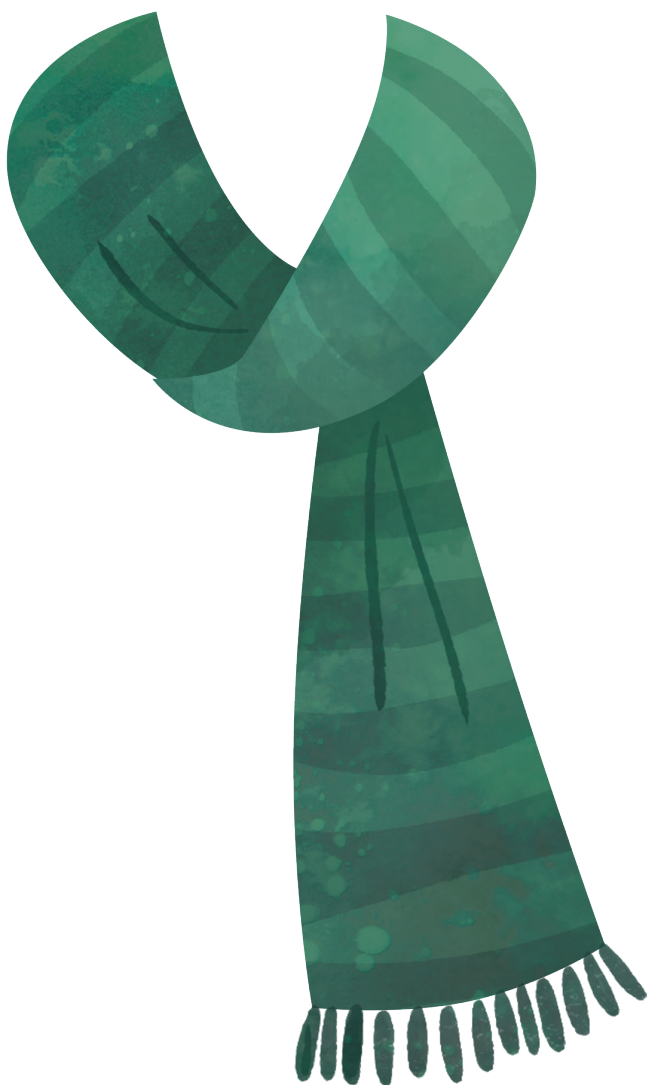
# gloves



# hat



# jeans



scarf





# sweater



# T-shirt



# dance



# paint a picture





**play  
football /  
play  
soccer**



read



run



# swim