„E-learning & Artificial Intelligence (AI)“

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**Figure 1.** Module Introduction of Distance Courses (Times New Roman, 11 pts)

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**Table 1**. Percentage distribution of students from Poland and the Czech Republic on different levels of math skills (Times New Roman, 11 pts)

|  |  |  |  |
| --- | --- | --- | --- |
| **University/Schools** | **New students** | **Absolvents** | **Different** |
|  | Absolvents without title |  |  |
| University I | 110 | 103 | +7 |
| College I | 223 | 214 | +9 |
| University II | 197 | 120 | +77 |
| College II | 202 | 210 | -8 |
|  | Absolvents |  |  |
| University I | 24 | 20 | +4 |
| College I | 43 | 53 | -10 |
| University II | 3 | 11 | -8 |
| College II | 53 | 52 | +1 |
| **Total** | **998** | **908** | **90** |

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**Acknowledgements**

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Bakker, A. B., Hakanen, J. J., Demerouti, E., & Xanthopoulou, D. (2007). Job resources boost work engagement, particularly when job demands are high. *Journal of Educational Psychology,* *99*(2), 274–284. https://doi.org/10.1037/0022-0663.99.2.274.

**Magazines online:**

Miller, G. (2014, September 4). Cinematic cuts exploit how your brain edits what you see. *Wired.* Retrieved from <http://wired.com/> (accessed 1 June 2018)

Smith, A. (2007, June 12). Dying languages. *The Western Star*. Retrieved from <http://www.thewesternstar.com/> (accessed 1 June 2018).

**Blog:**

Palmer, P. (2001). Now I become myself. *Yes Magazine,* blog post, 31 May. Retrieved from <http://www.yesmagazine.org/issues/working-for-life/now-i-become-myself> (accessed 1 June 2018).

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