Teachers’ Reflection on the Project

Cross-Border Learning Experience in Technical Education

A professional reflection on educational value, cooperation, student engagement and future development

Turek ↔ Ostrava • Technical Education • International Cooperation

1. Educational Value of Both Mobilities

The two visits complemented each other and created a broader learning experience.

Mobility in Turek

Students worked in Polish-Czech teams on mechatronics, automation, IT systems and a working electropneumatic system.

Mobility in Ostrava

Students developed practical skills through robotics and CAD workshops in the partner school.

Learning beyond the classroom

Company visits, city tours and integration activities connected technical education with industry, culture and everyday life.

2. Cooperation Between the Partner Schools

The project worked as a reciprocal exchange of experience.

Reciprocal mobility

Both schools hosted the partner group, which made the cooperation a genuine two-way exchange.

Knowledge exchange

The project created opportunities to compare teaching methods, technical learning and school environments.

Shared educational responsibility

Teachers, students and host schools all contributed to the programme and its success.

Professional relationships

The cooperation strengthened contacts that can become a basis for further educational projects.

3. Student Engagement & International Teamwork

Technical tasks created a natural reason for communication and cooperation.

Students worked in mixed Polish-Czech teams.

Joint technical tasks required communication, task-sharing and problem solving.

Students could learn not only from teachers, but also from their peers.

Informal activities gave students additional opportunities to communicate and build relationships.

The international setting encouraged flexibility, independence and openness to different ways of working.

4. Good Practices We Could Adapt

Ideas from the partner school that may inspire our own teaching environment.

Peer-to-peer teaching

Students can take an active role in explaining procedures, demonstrating skills and helping classmates.

Project-based learning

Working towards a functioning technical solution gives students a clear and meaningful goal.

Mixed-team learning

International or mixed teams can strengthen communication, cooperation and shared responsibility.

Industry-oriented learning

Company visits can help students connect classroom knowledge with real production environments.

Learning beyond lessons

Cultural and integration activities can be treated as part of the educational process, not only as free time.

Teacher exchange

Sharing methods and observing another school can generate practical ideas for everyday teaching.

5. Main Strengths of the Project

Why the project was educationally meaningful.

Strong practical component in technical education.

Authentic international cooperation between students and teachers.

Direct contact with real companies and production environments.

Development of teamwork, communication and intercultural competences.

Reciprocal exchange between the partner schools.

Combination of technical, cultural and social activities.

6. Challenges & Areas for Improvement

The project also showed where future editions can be made more effective.

Communication

Different levels of language proficiency can make technical communication more demanding.

Different school contexts

Curricula, timetables, equipment and student experience may differ between schools.

Limited time

Complex technical tasks need enough time for preparation, implementation and reflection.

Equal participation

Future activities should continue to give every student a clear and meaningful role.

7. Ideas for Future Cooperation

Turning a successful exchange into a longer-term partnership.

Organise regular annual student exchanges.

Develop joint robotics, mechatronics or automation projects.

Use online meetings before and after each mobility.

Organise teacher job-shadowing and methodology-sharing visits.

Create joint technical challenges or competitions.

Expand cooperation with companies in both regions.

Build future international projects on the experience already gained.

8. Final Reflection

The project showed that international cooperation can make technical education more practical, collaborative and inspiring.

Students learned with each other — and teachers learned from each other.

Thank you for your attention