

**INTERNATIONAL WORKSHOP  
ENGINEERING EDUCATION  
Prague, May 28, 2015**

**MAIN POINTS OF THE DISCUSSION**

- Approximately 30% students have serious and continuing problems in completing their studies. Quantity does not transfer into quality
- In order to make engineering studies more attractive, the whole educational process should be redefined, the number of students reduced maintaining at least the same level of funding.
- Thirst for knowledge should be encouraged and not suppressed. Students must learn how to deal with issues.
- The quality of the product should be funded not the quantity
- Quality affects the performance of economy
- The effectiveness and impact of education of mathematics on the final product - the engineer
- Mathematics is a good tool for learning how to think logically
- High-level mathematics need not be required. A certain level should be sufficient.
- Mathematics is a well-proven method. It was extended e.g. with the theory of sets which is included in the education from the beginning and applied not only in "calculating" but for training of logical thinking.
- Logical thinking could be trained also by other means – e.g. by creating algorithms. Also latin is being reconsidered.
- A teacher engaged in research has better results in the process of education.
- Interconnection of engineering with arts
- Today we educate engineers with careers in the next 30-40 years
- The above should be taken into account in creating present and future curricula and attention should be paid to present and future engineering education and its societal status.
- Publications are not necessary for education
- Engineering education must be interconnected with industry
- Engineering education must produce engineers who are able to transfer scientific knowledge into practical experience.