

# Teachers' Requirements for Educational Resources in the Austrian School Sector – Perspectives of Multiple User Types

Margit Kastner <sup>1</sup>, Bernd Simon <sup>2</sup>, Michael Aram <sup>3</sup>

<sup>1</sup>Vienna University of Economics and Business, Austria

<sup>2,3</sup>Knowledge Markets, Vienna, Austria

## Abstract

The study examined the alterations in teachers' usage intensity of learning management systems because of the Covid-19 pandemic and its effect on educational resources requirements. Using two online learning platforms, the study surveyed 2,026 teachers to identify different user types based on their frequency of use before, during, and after the pandemic. The findings indicate that the pandemic led to changes in usage frequency, but with varying impacts on different user types. Additionally, the study revealed that all teachers engaged in creating educational resources, with three crucial factors playing a role in the process, listed in decreasing order: Teaching Productivity Improvement, Collaboration and Common Usage, and Affirmation and Recognition. Remarkably, when utilizing educational resources, the factor of Collaboration and Common Usage was deemed most significant for all user groups, though variations in the importance of these factors could be observed among the different user types. The results provide guidance for the development of educational resources portals and learning management systems, emphasizing the need for enhanced support for collaboration functionality beyond mainstream functionality for teaching productivity improvement.

**Keywords:** user types, educational resources requirements, e-learning, teachers, school sector