



# *Propriété Intellectuelle et cours en ligne*



# Prolearn

## ❖ PROLEARN :

- ❖ 21 partenaires et plus de 300 partenaires associés
- ❖ Coordinateur: L3S
- ❖ Consortium  
OU UK, Ariadne, FHG, WUW, CSI, EPFL, ETHZ, POLIMI, JSI, UPM, KTH, NCSR, INT, HEC, TUE, RWTH, OUNL, Warwick, im-C



## ❖ Partenaires associés

- ❖ BT, France Telecom, Carnegie Mellon, Stanford, Ecole Polytechnique,
- ❖ IBM, Klett Verlag, IMC, Microsoft, e-Charlemagne



## ***Objet de l'étude comparative***

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- ❖ **Importance des problèmes liés à la propriété intellectuelle**
- ❖ **Différentes catégories de problèmes liés au e-learning**
- ❖ **Eléments de réponse dans le cadre international et européen : étude comparative**
  - ❖ **Allemagne**
  - ❖ **Autriche**
  - ❖ **Belgique**
  - ❖ **Espagne**
  - ❖ **Finlande**
  - ❖ **France**
  - ❖ **Italie**
  - ❖ **Royaume-Uni**



# Contenus de formation sur des plate-formes en ligne

**EducaNext 2.1**  
Powered by the Universal Brokerage Platform

English

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**E-Learning**  
The University of Liverpool  
Online 100% online - 100% supported  
[www.liverpool.ac.uk/campus](http://www.liverpool.ac.uk/campus)

**SDA Bocconi - EMMS**  
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**Distance learning program**  
User-friendly classroom

EducaNext is a service supporting the creation and sharing of knowledge for Higher Education. It is open to any member of the academic or research community.

EducaNext fosters collaboration among educators and researchers, allowing you

- To participate in Knowledge Communities
- To communicate with experts in your field
- To exchange Learning Resources
- To work together on the production of Educational Material: Textbooks, lecture notes, case studies, simulations, etc.
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Feel free to browse the catalogue and re-use resources. In order to access resources only available to specific communities or to provide your own educational materials and activities, **please register by clicking here.**

**Most recently added Educational Material**

2007-04-17 Bernd Simon, Stefan Sobernig, Fridolin Wild,

**EducaNext 2.1**

Version 2.1 is a new minor release of EducaNext which contains several improvements and new features ...  
([Read more](#))

**News:**

- 2006-05-04, EducaNext 2.1 is online. It contains several new features, e.g. RSS and ATOM news feeds and improvements in the LR details page. See the [What's new page](#).
- 2006-04-06, PROLEARN is running a survey. We would greatly appreciate, if you could take some time to provide the PROLEARN Network with your insight on relevant future trends in technology enhanced learning. The questionnaire can be accessed online at <http://www.onlinesurvey.iao.fraunhofer.de/trends2006> - Please contribute.
- 2005-06-15, EducaNext now features a completely rewritten search engine powered by Apache Lucene. Try it!
- 2005-05-30, The EducaNext development team is proud to present the new version 2.0 of EducaNext.
- 2005-05-17, EducaNext has been chosen and invited by the European Commission to the eLearning Conference - Towards a Learning Society (<http://www.elearningconference.org>) which will take place the 19th and 20th of May 2005 in Brussels. We will be very happy to welcome you on our stand or on the ProLearn stand!

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- Communication Studies (26)
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- Documentary Information (3)
- Domestic Science (0)
- Dramaturgy, Musicology (1)
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- Electrotechnology (32)
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**DNA from the Beginning**  
Author: Cold Spring Harbor Laboratory  
DNA from the Beginning is an animated tuto...  
genes and heredity. The science behind ea...  
Type: Simulation  
Date Added: Apr 11, 2000

**LangMedia Foreign Language Media Archive**  
Author: Lang Media  
This site presents information on culture and language in...  
different regions of the world as well as...  
Type: Simulation  
Date Added: Jan 10, 2002

**WebQuest Page**  
Author: Bernie Dodge  
Bernie Dodge of San Diego State University developed the...  
idea of WebQuests to teach students how to...  
Type: Reference Material  
Date Added: Aug 25, 2000

**Mathematical Visualization Toolkit**  
Author: University of Colorado at Boulder Department of...  
Applied Mathematics  
This site consists of a collection of plotting and solving...  
applets featuring a uniform user interface. ...  
Type: Simulation  
Date Added: Jul 17, 2001

Peer Review ★★★★★  
Comments (14) avg: ★★★★★  
Personal Collections (157)  
Assignments (10)  
Author Snapshot

Peer Review ★★★★★  
Comments (9) avg: ★★★★★  
Personal Collections (57)  
Assignments (1)

Peer Review ★★★★★  
Comments (8) avg: ★★★★★  
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Assignments (2)

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## Syllabus

### Primary Objective

Advance your understanding of how to use financial information to **Value** and **Analyze** firms. We will apply your economics/accounting/finance skills to problems from **today's** business news to help us understand **What** is contained in financial reports, **Why** firms report certain information, and **How** to be a sophisticated user of this information.

### Why?

Provide up-to-date applied knowledge of fundamental valuation techniques, the pitfalls of accounting reports, and how to "read between-the-lines" of financial statements. This will be very useful for your career as a financial analyst, investment banker, consultant, corporate director, etc. We will discuss up-to-date and "hot" topics that companies face today. This information will be extremely useful for your job interviews and your future job.

### Coursepack

Contains select chapters from a variety of new Financial Statement textbooks. Basically, I have extracted the best chapters from each textbook and created a customized text with the most up-to-date information for this course. In addition, I will provide handouts and lecture notes before each class. These notes will be accessible through the class server prior to each class. If you are missing material for a particular class, please obtain them from the Web to make sure you do not fall behind.

### Recommended Textbook

To supplement the "customized" coursepack materials, you may wish to purchase the following supplemental reference text on investment valuation: *Investment Valuation: Tools & Techniques for Determining the Value of Any Asset*, 2nd edition by Damodaran, 2002.

http://cours.crossknowledge.com - 4. Nominal progression - Microsoft Internet Explorer

CROSSKNOWLEDGE

Using milestones to conduct a project

Introduction

**3. Nominal progression**

Project of moving the factory

Budget approved

Everything goes well  
=  
Nominal progression

1 Sept.  
New factory  
working

Progress : 20 %

exit Synthesis My Coach France Print Refresh Home Back Pause Forward

Internet

# OLI Carnegie Mellon



The screenshot shows the Carnegie Mellon Open Learning Initiative (OLI) website. At the top, there is a navigation bar with "openlearninginitiative" on the left and "CarnegieMellon" on the right. A sidebar on the left contains a menu with items: Overview, Course Features, People, Request Information, Research, and Funding. The main content area features a welcome message: "Welcome to Carnegie Mellon's Open Learning Initiative (OLI): A collection of openly available and free online courses and course materials that enact instruction for an entire course in an online format." Below this is a "Take the OLI tour!" button with a right-pointing arrow. A grid of course tiles is displayed, each with a subject name and an "ENTER!" button: ENGINEERING STATISTICS, STATISTICS, CAUSAL REASONING, BIOLOGY, CHEMISTRY, ECONOMICS, FRENCH, LOGIC & PROOFS, PHYSICS, and EMPIRICAL RESEARCH METHODS. To the right of the course grid is a purple box for the "OLI Symposium 2008: 'interplay'" with details on theory, strategies, and methods, and a "SAVE THE DATE: MARCH 10-12, 2008" announcement. Below that is a login section for registered users, including fields for "Account ID:" and "Password:", a "SUBMIT" button, and links for "Carnegie Mellon Users: Log in here" and "Forgot your password? Click here". At the bottom of the main content area, the text "Individual Self-Learners" is partially visible.



## *Différentes catégories de problèmes*

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- ❖ **Quelles sont les autorisations nécessaires pour intégrer des objets numériques dans des cours en ligne ?**
- ❖ **Quels sont les enjeux pour l'auteur ?**
- ❖ **Quels sont les enjeux pour l'employeur ?**
- ❖ **Quelle réglementation appliquer ?**



## ***Quelles sont les autorisations nécessaires pour utiliser un cours en ligne ?***

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- ❖ **Quelles sont les autorisations nécessaires pour utiliser des objets numériques dans un cours en ligne ?**
- ❖ **Quelles sont les conventions utilisables pour obtenir ces autorisations ?**
- ❖ **Comment payer les droits ?**



## *Quels sont les enjeux pour l'auteur ?*

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- ❖ **L'autorisation de l'auteur est-elle nécessaire pour l'exploitation du cours en ligne par l'employeur ?**
- ❖ **L'auteur peut-il s'opposer à l'exploitation commerciale du cours en ligne ?**
- ❖ **L'auteur peut-il s'opposer à une forme d'exploitation qui ne nécessite plus son intervention dans l'avenir ?**
- ❖ **L'auteur peut-il continuer à exploiter le cours en ligne après avoir quitté l'institution dont il était le salarié ?**



# Quels sont les enjeux pour l'employeur ?

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- ❖ **Quels sont les droits en matière d'exploitation non commerciale ?**
- ❖ **Si l'auteur quitte son institution ou change de fonction, comment l'employeur peut-il exploiter le cours en ligne avec d'autres formateurs ?**

