Gordon Lewis

Biodata

Gordon Lewis earned a B.Sc. in Languages and Linguistics from Georgetown University, Washington D.C. and a M.Sc. from the Monterey Institute of International Studies, Monterey, California. He founded Lewis Languages in Berlin in 1989, the first private language to be established in what was still East Berlin. In 1991 the school became the Children’s Language School, which was sold to Berlitz in 1999. From 1999-2001 was Director of Berlitz Kids Europe and developed similar programs for Berlitz across Europe. From 2001 to 2003 he was Global Director of Instructor Training and Development for Berlitz Kids in Princeton, New Jersey. From 2004-2008, he served as Director of Product Development for Kaplan English Programs in New York City. Currently, he is Executive Director of English Programs for Laureate Higher Education, a worldwide network of private universities. From 2001 through 2009, Gordon served on the committee of the IATEFL Young Learners Special Interest Group as co-coordinator for events. He is author of Games for Children, The Internet and Young Learners, Teenagers, and, together with Hans Mol, Grammar for Young Learners, all in the Resource Books for Teachers series published by Oxford University Press. In Fall, 2009 he published Bringing Technology into the Classroom, the first book in a new teacher development series from OUP. In 2011, Gordon Lewis was named to the board of ELT Journal, the leading academic journal in the field of English language teaching. A personal achievement for sure and a testimony to the strength of Laureate English Program and the increasing visibility it is gaining on the international stage.

Abstract

Social Learning and Communities of Practice- in search of a definition

In today’s world of education, the terms social learning and communities of practice are often used interchangeably. But are the two concepts really the same? While both share common principles and tools, the goals and structure of each are different- with social learning focusing more on the individual and communities of practice, as the name suggests, more concerned with shared knowledge tied to a common goal.

In this talk we will seek to define both concepts clearly, providing examples of each. We will then consider what kind of community we might consider building in our context and how we can assess its success or failure.