

Dr. Nasser Fahad Nasser Al-Dosari, Dean, College of Education – Qatar University

Interview with a Researcher

Dr. Nasser Fahad Nasser Al-Dosari, Dean of the College of Education at Qatar University, combines academic and leadership expertise, with a career that spans teaching, research, and several administrative positions in different educational institutions. His research interests extend across education, educational psychology, and educational quality, reflecting a sustained commitment to improving educational practices and enhancing their societal impact.

In this interview,

we explore key milestones in his academic journey, his perspectives on education and teacher preparation, and his priorities in leading the College of Education at Qatar University.

To begin, Dr. Nasser, could you introduce yourself to our readers and share your academic and professional journey, as well as the key milestones that have shaped you as a researcher and academic leader?

My academic journey began with an early interest in education and teacher preparation, which led me to specialize in Teaching English as a Foreign Language and pursue my postgraduate studies in this field. This path helped me build a solid academic foundation that integrates applied linguistics and educational sciences, with a particular focus on learner motivation.

Throughout my career, I have held several academic and administrative positions, including Head of the Department of Educational Sciences and Dean of Academic Affairs at the Police College. I have also gained experience in academic planning, curriculum development, quality assurance, learning outcomes assessment, and faculty affairs management. In addition, my experience in the private sector, through administrative roles in several companies, has strengthened my understanding of labor market needs and the alignment between educational outcomes and development requirements.

This diversity of experience has shaped my view of academic leadership as an integrative practice that brings together academic quality, institutional governance, and a strong connection to societal and labor market needs.

You obtained your PhD in Teaching English as a Foreign Language, with a focus on student motivation. What led you to this field, and how has it influenced your teaching philosophy?

My interest in student motivation stems from a firm belief that it is one of the most critical factors in successful learning, particularly in second language education. This conviction was reinforced through my teaching experience, where I observed that students perform significantly better when they are motivated and actively engaged in the learning process.

This understanding has shaped my teaching philosophy, which focuses on creating positive and motivating learning environments that encourage active participation and independent thinking, while also supporting students' academic and personal development as an integral part of the educational process.

Your research interests span teacher education, teaching strategies, educational quality, and challenges in learning English. How have these interests evolved, and which area is closest to your current research passion?

My research interests have evolved gradually and consistently alongside my academic career and diverse professional experiences in university teaching and institutional work. I initially focused on English language teaching and learning, before expanding into teacher education, educational quality, and aspects of educational psychology related to classroom learning contexts.

My work has also extended to comparative studies in higher education systems, teacher education programmes and their evaluation, as well as issues related to English as a second language, including learning challenges and factors affecting teachers' career opportunities. In addition, some of my research has addressed topics in educational psychology such as

motivation and learners' psychological and social transitions, alongside contemporary issues such as differentiated instruction and the impact of crises like the COVID-19 pandemic.

Currently, my main research focus is on the professional development of teachers and empowering them to respond effectively to contemporary educational challenges, as this is a key factor in improving education quality and ensuring sustainable educational impact.

Based on your exposure to different educational experiences, what key lessons or practices could be leveraged to develop higher education in the region?

One of the most important practices for advancing higher education in the region is strengthening student-centered learning approaches, which enhances students' active engagement and develops their critical thinking and independence. Embedding a culture of research and innovation within academic institutions is also essential for improving knowledge production and enhancing the quality of academic outcomes.

In addition, building effective partnerships between universities and various institutions, investing in faculty development, and aligning academic programmes with societal and labor market needs are key factors in improving the quality of higher education and ensuring its responsiveness to developmental changes.

Considering the growing use of technology and artificial intelligence in education, how do you see the role of Colleges of Education at universities in preparing teachers to effectively integrate these tools in classrooms?

Colleges of Education play a pivotal role in preparing future teachers considering the rapid expansion of technology and artificial intelligence in education. This involves equipping them with the knowledge and skills required to use these tools effectively within pedagogical practice. This role goes beyond technical proficiency to include a deeper understanding of how to integrate such tools into teaching strategies in ways that enhance student learning.

It also requires developing teachers' awareness of the ethical and professional dimensions associated with the use of artificial intelligence, ensuring responsible and safe application that adds educational value and contributes to improving learning outcomes and overall educational quality.

What priorities do you believe will shape the next phase of the College of Education, enhancing its role in preparing educators capable of making a real societal impact?

The key priorities for the next phase of the College of Education include further enhancing academic programmes in line with contemporary standards in teacher preparation, as well as strengthening educational research as a key driver for improving teaching practices and informing educational decision-making.

Other priorities include expanding partnerships with schools and educational institutions to strengthen the link between theory and practice, supporting innovation and the use of modern technologies in education, and preparing graduates with professional competence and adaptability to changing educational systems, enabling them to make a meaningful societal impact.

What message would you like to convey to students at the College of Education and young researchers aspiring to build an impactful academic and professional career?

I encourage them to embrace passion and a commitment to lifelong learning as the foundation of a successful academic and professional journey. I also urge them to take advantage of all available opportunities for academic and professional development and to actively engage in research as a means of understanding and improving reality.

At the same time, it is essential to uphold professional and ethical values, which form a cornerstone of the teaching profession, while recognizing that investment in knowledge and education is a long-term investment in the future of individuals and societies alike.