

***MONICA MOTAMEDI***  
***DESIGNER AND PROFESSOR***



## POSITIONING STATEMENT

- I am a design educator, researcher, and practitioner with over ten years of experience teaching industrial design, graphic design, and user-centred design in interdisciplinary and studio-based learning environments. My teaching practice centers on experiential learning, critical reflection, and human-centred inquiry, supporting students in understanding design as a social, cultural, and ethical practice. I am committed to creating inclusive learning environments that value diverse ways of knowing and foster strong student engagement across multiple year levels.
- My background in industrial and automotive design enables me to integrate professional design research, systems thinking, and applied methodologies into the curriculum, preparing students for both critical inquiry and professional practice.
- Equity and decolonization guide my pedagogical approach. I intentionally integrate Black, Indigenous, and Global Majority design scholarship into course content, emphasize ethical community engagement, and mentor equity-deserving students. I approach decolonizing design praxis as an ongoing pedagogical responsibility—one that strengthens curriculum relevance, student experience, and design's capacity to contribute to more just and sustainable futures.

# TEACHING PILLARS



## Human-Centred Design

I frame design as a practice grounded in human experience, behavior, and ethics. Students learn to conduct user research, interpret cultural context, and translate insights into responsible design decisions that respond to real needs.



## Inclusive & Decolonized Pedagogy

I challenge Eurocentric design norms by integrating Black, Indigenous, and Global Majority design scholarship. Course content values lived experience as knowledge and supports multiple ways of learning, making, and critiquing.



## Experiential Studio Learning

Learning occurs through making, critique, iteration, and reflection. I design studio projects that connect theory to practice and support students in developing confidence, collaboration, and professional design processes.



**TEACHING COURSES AND STUDENTS  
PROJECTS**

# CREATIVE THESIS PROJECT

- The Creative Thesis Project is a capstone studio course that supports senior undergraduate students in developing an independent, research-informed design project. The course emphasizes critical inquiry, iterative design process, and reflective practice, enabling students to synthesize skills and knowledge acquired throughout their program into a coherent and meaningful body of work.

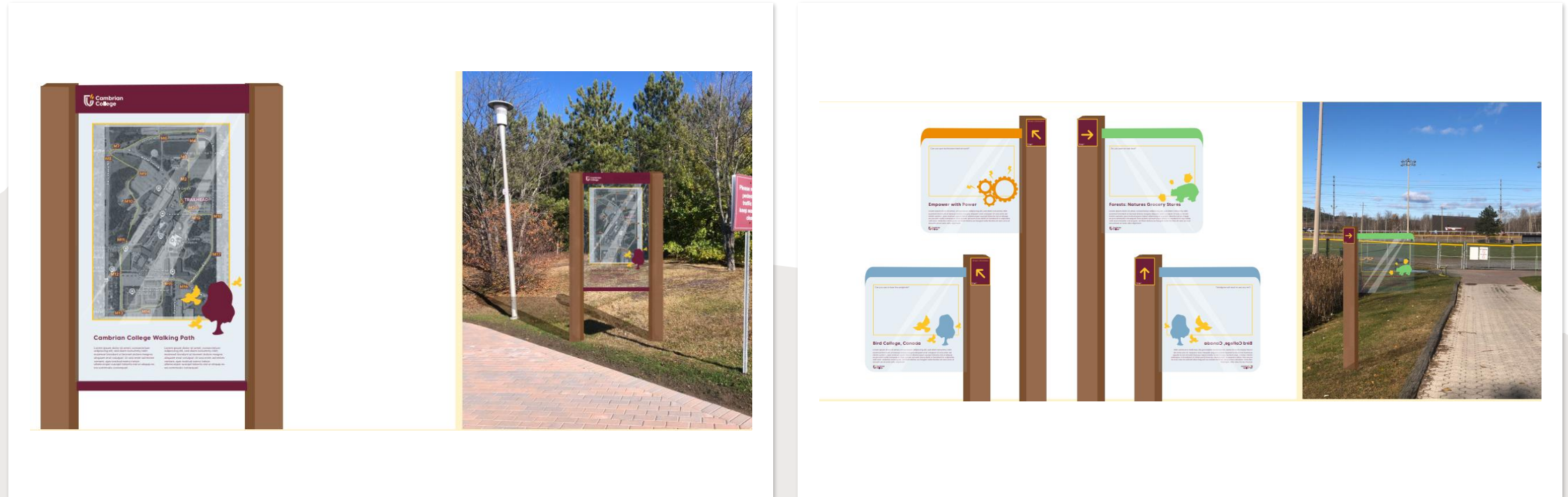


# STUDENTS' PROJECTS



## Rebranding Second Cup

# WAYFINDING AND SIGNAGE DESIGN



**Cambrian College wayfinding and signage design**

## LOGO DESIGN FOR A CLOTHING BRAND



# BRAND APPLICATION

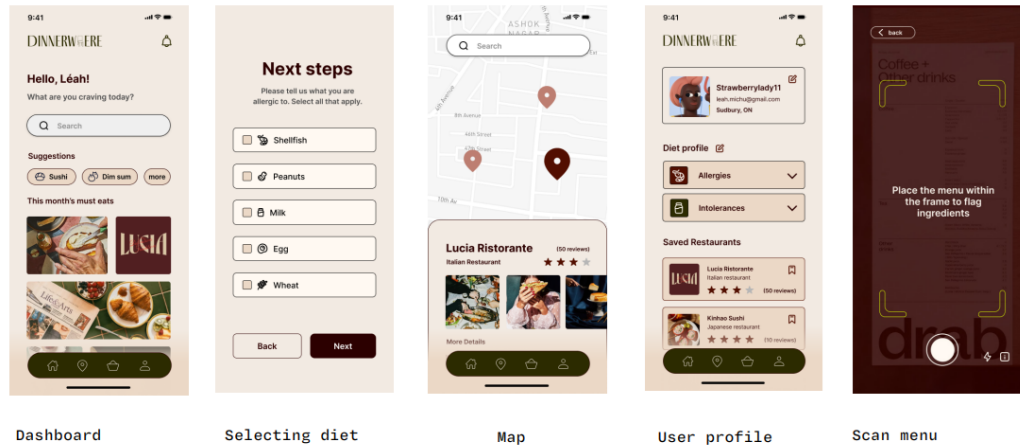


# UI/UX DESIGN

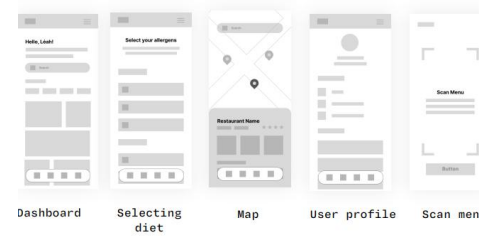
- This course introduces students to user interface (UI) and user experience (UX) design as human-centred, research-driven practices. Students learn to design digital interfaces that are accessible, culturally responsive, and ethically informed, emphasizing usability, inclusivity, and real-world application



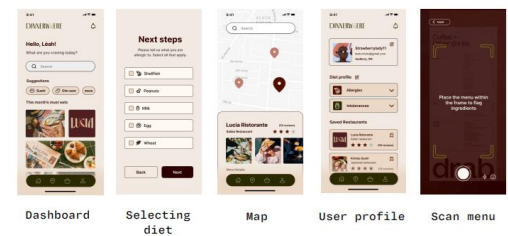
# STUDENTS' PROJECTS



## DEVELOPMENT STAGE

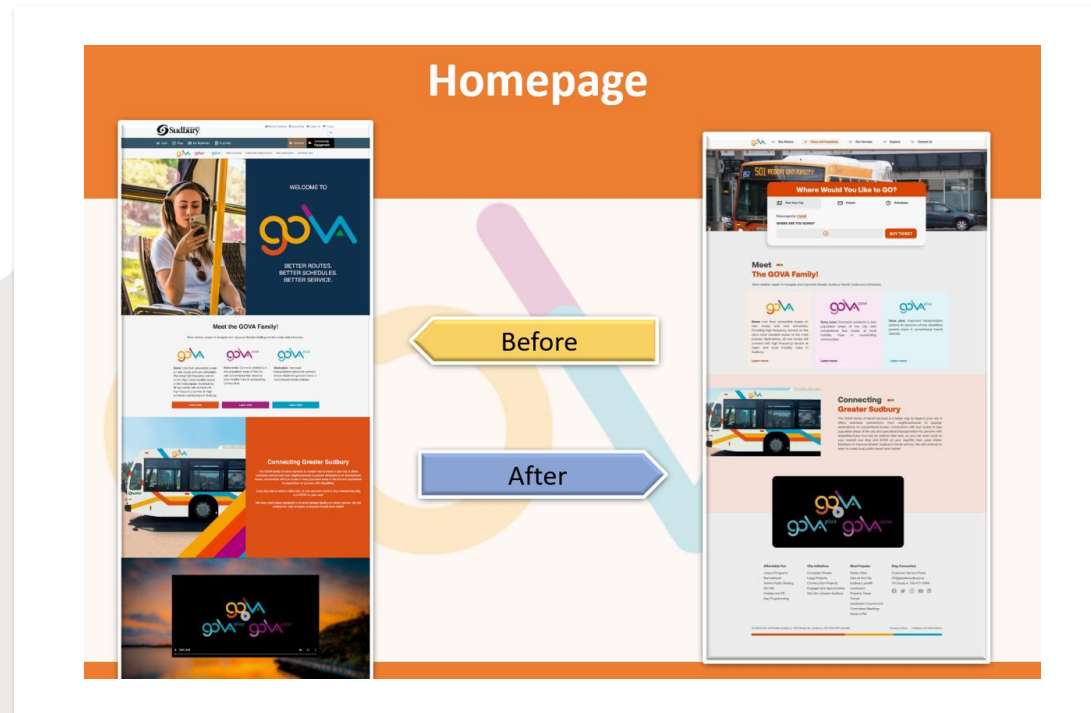


## FINAL DELIVERABLES



## Restaurant finder mobile app

# STUDENTS' PROJECTS

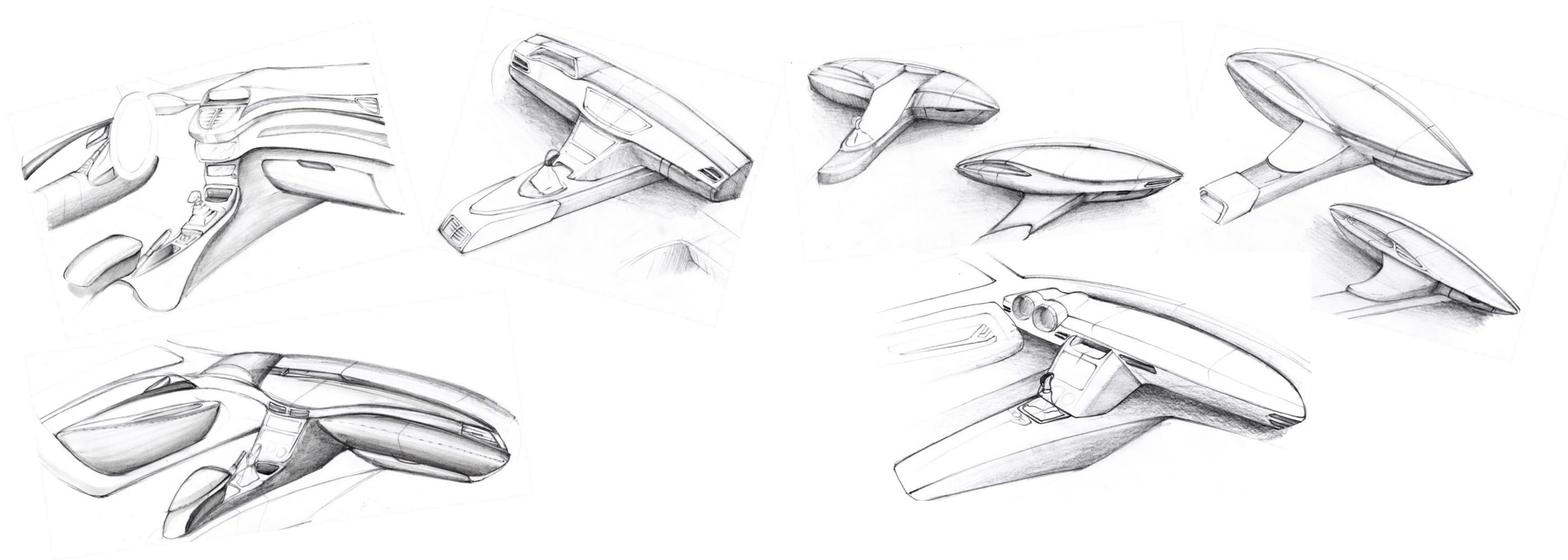


Website design for Public transportation



**MANUFACTURING AND REAL-LIFE  
PROJECTS IN THE AUTOMOTIVE  
INDUSTRY**

# CAR INTERIOR DESIGN PROJECTS





Car Interior Rendering

**TAIL LIGHT DESIGN**



**Taillight Design**



## **RESEARCH & SCHOLARSHIP**

# CONFERENCE PRESENTATIONS & SCHOLARLY DISSEMINATION

## DOCTORAL RESEARCH OVERVIEW

**PhD Candidate, Human Studies(Laurentian University)**

### **Dissertation Title:**

- The Effect of National Culture on Purchase Behaviour.

### **Research Focus:**

My doctoral research investigates how national culture, migration, and social context influence purchase behaviour and user perception within digital and physical markets. This research contributes to interdisciplinary design scholarship by foregrounding culture as a critical factor in human-centred and user experience design.

### **Relevance to Design:**

This research informs design pedagogy and practice by:

- Expanding human-centred design beyond universalist assumptions
- emphasizing culturally responsive and inclusive design strategies
- Supporting ethical, equity-oriented approaches to digital and industrial design

- **Conference Presentations**

- Motamedi, M. (2024). *Cultural factors that affect electronic purchase behaviour in Canada.*

**Canadian Sociological Association Conference (CSA),** McGill University.

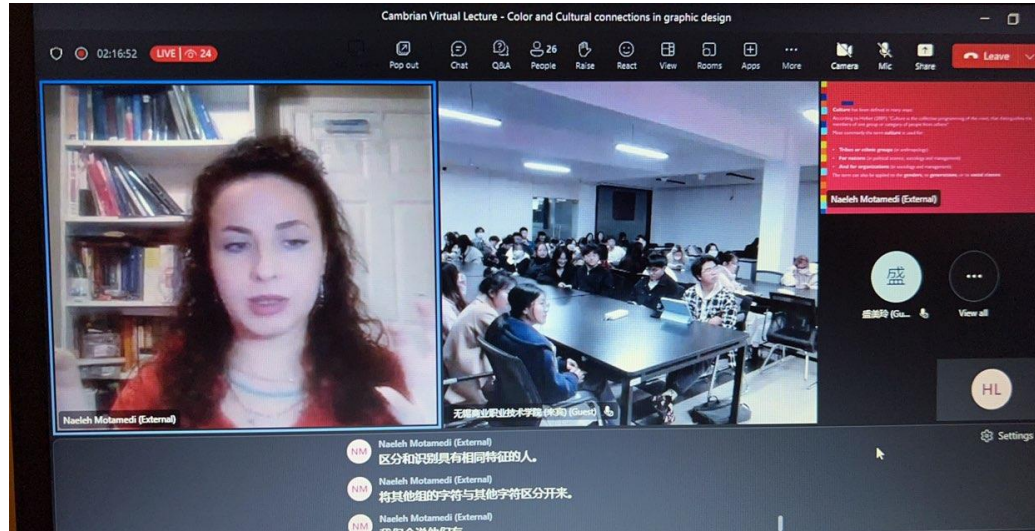
- Motamedi, M. (2024). *Cultural factors that affect electronic purchase behaviour in Canada.*

**Voyagers Innovation Challenge,** Laurentian University.

- Motamedi, M. (2010). *Designing a means to enhance and rescue earthquake victims.*

**International Earthquake Engineering Conference,** Malaysia.





## WEBINAR FOR WUXI (CHINESE VOCATIONAL INSTITUTE OF COMMERCIAL)

The webinar was held in 3 days with the following topics:

- Color and cultural connections in graphic design
- Strategic Advertising Synergy
- Typographic aspects of branding



THANK YOU FOR TIME