***FC Harlem & Chelsea FC***

Creating Digital Player Cards for Underprivileged Youths

**Introduction:**

I was hired by FC Harlem to design digital player cards to help underprivileged youth showcase their accomplishments to colleges and coaches.

As a UX Designer with a Developer background, my role was to:

* Collaborate closely with the FC Harlem team to understand the specific needs and requirements for the digital player cards.
* Conduct user research to gain insights into the target audience, their preferences, and the information they wanted to highlight on their cards.
* Implement interactive features and ensure the cards were accessible across various devices and platforms
* Work closely with the development team to bring the designs to life, ensuring a smooth integration of design and technology.
* Conduct user testing and gather feedback to iterate on the design and improve usability.
* Collaborate with stakeholders, including colleges and coaches, to gather their input and incorporate their requirements into the design process.

Visual Artifact: Infographic of the Chelsea FC's Foundation's goals and partnership with FC Harlem.

**2. \*\*Project Objectives\*\***

**Coming up with the idea for students to code their own cards**

**The idea to have students learn how to code their own player cards emerged as a result of recognizing the immense value of combining digital design skills with coding proficiency. I identified the opportunity to empower students by enabling them to take ownership of their player cards from both design and technical perspectives.**

**I presented the idea to stakeholders by emphasizing the educational and empowerment aspects of having students code their own player cards, highlighting the potential to cultivate valuable digital skills while showcasing their accomplishments.**

**[Some visual artifact pitching the idea]**

Visual Artifact: A presentation slide showcasing the main objectives of the project.

**3. \*\*Strategy Kickoff\*\***

During the strategy kickoff, our goal was to establish a clear project brief and scope. We settled on the following requirements:

* Pick the top 3-5 requirements
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. It also helped aligned stakeholders by demonstrating the long-term benefits of this approach, such as fostering creativity, critical thinking, and technical abilities among students, which aligns with the broader goal of empowering youth through education. I also addressed potential concerns and barriers by providing examples of successful implementation in similar educational initiatives, showcasing the positive impact of hands-on coding experiences on student engagement and skill development.

Visual Artifact: perhaps not a mood board, but an alignment map / outcome of the brainstorming session or a screenshot of the project brief

**4. \*\*Target Groups & Personas\*\***

Understanding the project's main user groups, including the students/players and their parents, was crucial to tailor the digital player cards to their needs. Creating believable personas allowed us to empathize with their goals and challenges, ensuring a user-centered approach throughout the design process.

* Understanding the project's main user groups.
* Creating believable personas for the students/players and parents.
* Evaluating the goals and challenges of these groups.

Visual Artifact: Persona cards for the students/players and their parents.

**5. \*\*Visual Style Inspiration\*\***

**Not reinventing the wheel; looking at other examples**

Drawing inspiration from various sports and design styles, we aimed to create visually compelling digital player cards. Antonio Conte's digital card served as a reference point, inspiring us to incorporate elements that resonate with football enthusiasts. The collection of design ideas and references guided our creative direction.

* Drawing design ideas across many sports.
* Review and selection of design styles.
* Inspiration from Antonio Conte's digital card.

Visual Artifact: A collection of design ideas and Antonio Conte's digital card.

**7. \*\*Information Architecture & Structure\*\***

Based on my stakeholder interviews and looking at Antonio’s digital cards, I incorporated features highlighting academic and athletic accomplishments, refining the design based on user feedback. The evolution of the player card designs is documented through sketches and images.

* Defining the structure of the player card.
* Adding features to highlight academic and athletic accomplishments.
* Incorporating user feedback to refine the player card design.

Visual Artifact: Sketches or images of the initial and final player card designs.

[show 3 concepts based on information density. Concept A -Minimalis, Concept B - Comprehensive, Concept C - In between]

**8. Choosing Concept C**

Creating and revising low-fidelity wireframes allowed us to iterate and refine potential designs. Collaborating with the students/players during this phase fostered engagement and ensured their buy-in.

* Sketching out and revising potential player card designs.
* Creating buy-in from the students/players and parents through collaborative design.
* Transition to the design and development phase.

Visual Artifact: Images of the low-fidelity wireframes and the design process.

**9. \*\*Implementation and Final Product\*\***

Teaching the students/players to code their own digital cards not only enhanced their technical skills but also provided a sense of pride and accomplishment. Showcasing the final product on the Harlem FC website and receiving coverage from NBC News further highlighted the project's impact and promoted the community and Chelsea FC's brand.

* Teaching students/players to code their own digital cards.
* Showcasing the final product on the Harlem FC website.
* Receiving coverage from NBC News.

Visual Artifact: Screenshots of the final digital player cards and the Harlem FC website feature.

6. Baking coding into the design of the cards

Involving the students/players and teaching them the design process and basic HTML and CSS empowered them to participate actively. By having them write code to create their own digital cards, we fostered a sense of ownership and helped them envision their potential as future designers.

* Teaching basic HTML and CSS to the students/players.
* Involve the students/players in the design process.
* Empower the students/players to see themselves as future designers.

Visual Artifact: Screenshots of the coding crash course and its outcome.

**10. \*\*Project Impact and Conclusion\*\***

Working closely with the students/players on their digital cards provided invaluable insights into their aspirations and the transformative power of this initiative, which emphasized the impact FC Harlem has on the community and the promotion of Chelsea FC's brand.

* Summary of the project.
* Impact on the community and Chelsea FC's brand promotion.
* Insights from working with the students/players on their digital cards.

Visual Artifact: An infographic illustrating the project's impact and the conclusion.