Building Bridges: Design Researchers Making Podcasts to Support Internal Collaboration in an EU Horizon 2020 Scientific Programme

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**Abstract:** This paper argues the need for material design researchers to take risks; to work beyond the confines of their usual disciplinary remit. It proposes that the use of a podcast-first approach for a communications work package helped to build the collaborative relationships between scientists and other experts, in a research programme which had multiple trans-disciplinary challenges. The argument presented here is for textile design researchers to take a risk and work *aurally* as well visually and in written form, to create impactful practices. The paper analyses a podcast series made within a circular design project, using feedback from partner questionnaires to reflect via an action research framework, to ascertain how the episodes progressed the collaborations; *building bridges* between partners. The paper concludes with recommendations for how making podcasts can be used to build more successful collaborative projects, as well as benefitting the expanded practice of design researchers in social contexts.

Keywords: textile design research, communication skills, podcast-making, supporting transdisciplinary collaboration, circular economy

1. Introduction

The promotion of a circular economy for textiles and fashion by organisations like the Ellen MacArthur Foundation has resulted in new needs being identified for education of designers in academia and industry alike (EMF 2017). Projects are beginning to highlight the challenge of designers working with business and science/technology fields, towards new innovation models (Maciver *et al* 2016). Multi-stakeholder partnerships are recognised as an important precondition for bringing about changes toward sustainability in the fashion and product design industries (Pedersen *et al* 2013; Dell’Era *et al* 2016).

This paper is about a design researcher making a podcast series for the first time, within the context of a scientific programme. It is a reflection on how taking a risk and developing a ‘podcast first’ approach to the communications work in an EU-funded project achieved more than just the sharing of information to the outside world.

The paper is structured in the following way: In section (2) the project context and textile design research and storytelling for the circular economy are considered. In part (3) the methods in the H2020 project are presented, along with the approach to making podcasts and collecting interview data. In section (4) the podcasts are presented and the responses from the partners to these recordings are reviewed. In section (5) the key insights from the feedback comments are mapped and discussed further.

2. Context

2.1 The H2020 Project

The Trash-2-Cash (T2C) project (www.trash2cashproject.eu) proposes a model where textile waste is recycled through more sustainable chemical processes (Haslinger, Hummel and Sixta 2017; Guo, Lindqvist and De La Motte H 2018); resulting in high quality materials, to make products that are industrially replicable and recyclable. Novel materials were constructed – starting at the molecular level – in order to generate new textile fibres and other products that are compatible with the environment for a sustainable future. The main outcome of the 42-month project was six ‘mastercases’ where the novel materials were showcased through product applications. This showcasing included business and scalability studies, Life Cycle Analysis and/or Lifecycle Thinking, methodology mapping, materials and product prototypes.

2.2 Design Driven Materials Innovation (DDMI)

The emerging method of Design Driven Material Innovation (DDMI) (Ferrara and Lecce, 2016) was explored in this project, building on results from a previous EU project, Light Touch Matters (LTM) (Dell’Era et al 2016). The first phase was cross-sectoral, with the whole group designing a wish list of fibre properties, then describing a vision for how the novel recycled materials will be used. In the second phase, designers provided requests to material scientists who responded by producing samples of the new regenerated cellulose, polyester and PET pellet materials, in an iterative process towards a final design and material specification. In the final phase, scientists, manufacturers and consumer researchers assessed the environmental impacts, scalability and appropriateness of the new materials in the real world. The process of knowledge exchange in the project is explained in the project’s White Paper:

The framework meant that each competency must receive inputs from others before then conducting their own research. The ability of each competency to transfer knowledge at the given time was therefore crucial in allowing the other competencies to continue their own work; competencies were dependent on one another for the work to progress. (Tubito et al, 2018:X)

2.3 Circular Textile Design and Communication Design

Design researchers need to work with circularity principles within a sustainability framework – and fully understand the technical and biological cycles (as posited by *Cradle-to-Cradle* thinkers Michael Braungart and William McDonough in 2002) – through engaging directly with materials, technology, business challenges and user needs. This requires collaboration on a large scale; projects that are developed to host these collaborations are often under-prepared for the complexities involved.

Efforts are well under way to bring new education and industry models (Fletcher & Williams 2013) and sustainable materials knowledge to the fore (Gullingsrud 2017: EMF 2017). Some innovators understand the need for strong communication inputs, but most new research knowledge takes the form of dense reports, articles or documents that are inaccessible to a large proportion of the potential target audience (Eveleth 2014). The specific need here is for fashion textile designers and researchers to find their voice and contribute to change in their own unique way; and to perhaps do so by using their individual creative abilities – their imaginations, their voices. To use the ‘reflective practitioner’ (Schön 1983) part of their practice in a more far-reaching, probing way. Through the project, other communications approaches were also tested by the team. These included the use of postcards at workshops, portrait photography, skills mapping, meditation, drawing and co-creation approaches (Earley & Hornbuckle 2018; Earley & Hornbuckle 2017; Hornbuckle 2018).

3. Methods

A newsletter emailed out to partners and their networks might be a more usual approach to this kind of research communications work; yet the textile design research team (at University of the Arts London (UAL)) that was given the job of leading on the communication, dissemination and exploitation work package decided that podcast interviews would be a more creative and appropriate way to share information about the project. This seemed fitting for a project that was inherently risky in itself. The remit was to explore three new technologies for regenerating waste in to high-quality materials, using an experimental ‘design driven materials innovation methodology’, with 17 different organisations, across 10 countries. The partners were from a variety of scientific and design specialisms, spanning different levels from PhD to professors, and both academic and industry designers.

The UAL communication, dissemination and exploitation team were all also part of the Methodology Team. This proved to be a unique position, enabling them to draw on the *internal* communications work and insights as well as the *external* communications work. This resulted in external communications work that might normally have been done by a public relations agency partner being done by researchers who were also centrally involved in the internal processes.

3.1 The Podcast-First Communications Strategy

The ‘podcast-first’ approach was co-developed through the communications strategy work that took place within the UAL team. The project team defined the ‘podcast-first’ approach as being able to ‘signpost other content effectively, bringing out the voices of individuals, organisations, and the consortium as a whole, personalising the project for the world. Our focus should be on creating new content that bridges the gap between existing partner content.’ (CCD 2016) It was also stated that this approach would support the work of the T2C consortium through effective external communications and provide partners and external stakeholders with relevant, timely and accurate information. It aimed to enhance the project’s profile, reputation and influence across all stakeholder groups and establish communications infrastructure, project backstory and an engaged audience. It sought to promote greater understanding of individual partners’ knowledge and skills and position the project as a research leader in the area of Design Driven Materials Innovation with businesses and consumers.



Figure 1: The ‘podcast-first’ strategy and how the series related to the other communication routes

The creation of podcast interviews would drive the communication of the project outwards through the other channels, as illustrated in Figure 1, and targeting the 6 target audiences:

1. Project partners
2. Sustainability practitioners and think tanks
3. General public
4. Industry
5. High profile designers and trend forecasters
6. Academics and students

3.2 The Interviews

Each podcast consisted of an interview recorded either in person or via conference call, lasting around one hour, which was later edited into a 20-minute podcast. Each episode took around 21 person-hours to create. The first podcast interview was broadcast in July 2016. The series consisted of nine episodes, with the last going out as part of the Ellen MacArthur Foundation’s Disruptive Innovation Festival in November 2018. This paper reflects on the first seven of the interviews, those that went online over a 20-month period up until March 2018. The breakdown of expertise of these interviewees included one material scientist; two evaluation experts (User Behaviour and Lifecycle Assessment); and four industry designers, from four of the different companies involved in the project. Coming up with the questions was the job of the communications assistant and later the post-doc researcher. The first few interviews followed a format laid out in the communications strategy developed by the UAL team.

3.3 Research questions and analysis

The central research question when reviewing the role of these podcasts is: *can podcasts be used to help build ‘rapport’ between collaborators?* Table 1 presents the questions formulated by the author aimed at revealing project participants experiences of listening to the podcasts and the impact they may have had on their experiences of the collaboration:

Table 1: The podcast survey questions and rationale

|  |  |
| --- | --- |
| Question | Rationale |
| How did giving your podcast interview improve your understanding of the project?*(optional for interviewees only)* | To find out whether the questions asked, participating in the interview, and listening to it later, helped the individual with the project collaborations in any way. |
| How did listening to your colleague’s interview improve your understanding of the project? *(optional for colleagues of interviewees)* | To find out whether listening to the podcast interview given by a former colleague had helped the project partner step in to the project relationships more easily. |
| Which podcast episode helped you to understand another T2C person’s work / expertise / point of view? | This question was really the heart of the survey, to find out if the podcasts helped to build a bridge to understanding the work of another project partner. |
| Which question and answer was most enlightening for you? How did this help you in the project work? | Building on the above question, this sought to discover what parts of the podcast interviews were most helpful to the partners. |
| Can you say anything about why LISTENING to them talk helped you understand in a better or different way, than READING about their work? | This question was to help the team understand if the approach they had taken was working. Was the choice to pursue a podcast-first strategy benefitting the project partners? |
| In this final stage of the project who else should we interview and why? What do you want to know from them? | This question was asked to find out if the podcast series had prompted the participants to think about the series as a useful way to gain new information that could help them complete the project.  |

The questions were emailed to participants from all 17 of the partner organisations with the aim of giving respondents time to reflect and give detailed responses. 13 responses were received from seven of the organisations. Four were from scientists; two evaluation experts (lifecycle assessment and consumer behaviour experts); four from industry designers/engineers; and three from academic designers. The responses were manually coded to identify common themes relating to the research question. The responses were then analysed in parallel to the reflective notes of the author from an action-research perspective. This provided insights not only into the impact of the podcasts on the audience but the relationship between with the authors’ ongoing project work. In this way the analyses aimed to provide evidence of how the podcasts were a tool for communication, fostering interdisciplinary collaboration and for providing an ongoing source of feedback to the design researcher.

4. Results

The author and the UAL team produced seven podcasts over a period of 23 months (around one every 3 months). Table 2 outlines the interviewee discipline and theme of the discussion in each podcast.

Table 2: The first seven project podcasts (May 2016 – April 2018)

|  |  |  |
| --- | --- | --- |
| Podcast | Date | Content / Theme |
| Podcast 1 Industrial Designer  | Recorded in person after workshop 3 (May 2016) | The author talked to Interviewee 1 about her background, social design, and megatrends, and the experience of bringing industry approaches to a scientific and academic programme.  |
| Podcast 2 Consumer Behaviour Researcher | Recorded by conference call, after workshop 4 (August 2016) | Interviewee 2 explains why the Intention-Behaviour gap is important in understanding consumer perceptions of recycled goods.  |
| Podcast 3 R&D Project Manager for childrenswear retailer. | Recorded after workshop 5, (September 2016). | Interviewee 3 explains how through projects like T2C, they intend to continue being the world’s leading expert in outdoor clothing for children.  |
| Podcast 4 Fibre Scientist  | Recorded after workshop 6 (November 2016) | This was the first podcast to feature one of the science partners. Interviewee 4 was working on chemically dissolving waste cotton to produce new, high quality cellulosic fibres. |
| Podcast 5Lifecycle Assessment Expert  | Recorded after workshop 7(February 2017) | Interviewee 5 explains how the Lifecycle Assessment tool can be used to determine the impact of everyday products and understanding the entire context of the item or service, not just the materials they’re made from.  |
| Podcast 6 Head of the Dyeing Department at a textile production company | Recorded after Workshop 8 (May 2017) | Interviewee 6 discusses the drivers of sustainability for the company, the importance of sustainability to their customers and how Design Driven Material Innovation (DDMI) has given the R&D department a completely new perspective and approach. |
| Podcast 7Industry designer and engineer | Recorded after Workshop 10 (February 2018) | Interviewee 7 is involved in materials innovation for bespoke product prototyping. She talks about the unique interdisciplinary set-up within the organisation she co-founded and how continual learning feeds her design and materials innovation process.  |

The results are now presented in relation to each survey question; the common themes which emerged from these results are then explored further in Section 5.

4.1 Question 1

*How did giving your podcast interview improve your understanding of the project?*

For one designer it seemed quite straight forward and obvious: “It gave me a better overview of how we as a partner are connected to the project, what we can provide and how we fit in with the other partners.”An evaluation expert reflected: “I think it helped to try speaking about our role in the project with just a “few” words and in a less formal context, to reflect on what it actually is we can contribute and where our knowledge and abilities play in. In that sense it’s also a practise in presenting your perspective/results in a way that other people not “speaking your language” can understand it (hopefully).”

Perhaps for one scientist it was initially less obvious as a task:

I have to admit that – retrospectively – at the time of the interview I neither understood the full meaning of the podcasts nor the total scope of the project yet. This became clear later. Once I understood the big picture, I could also see how the podcasts tie in. However, it was clear that the interview was intended to provide knowledge to the project partners of different disciplines. In that sense I understood that it was meant as communication tool to find new ways of facilitating interdisciplinary interaction.

4.2 Question 2

*How did listening to your colleague’s interview improve your understanding of the project?*

An industry designer who took over from his colleague at a textile manufacturing company wrote about the encouraging effect of listening to her enthusiasm and aspirations for the final outcomes early on in the project: “After workshop 5 she sounds so hopeful that we would actually be able to create a recycled and recyclable ‘product’ during this project.”

4.3 Question 3

*Which podcast episode helped you to understand another T2C person’s work / expertise / point of view?*

The assumption is that the responses to this question would reveal that the podcasts had helped to build bridges between different disciplines, but it actually resulted in a surprisingly nuanced set of answers. Being able to hear from someone who is usually quiet in workshops was noted as a key benefit of the podcasts: “… she never had a session/presentation of her own in the workshops, and I didn’t ever work with her in a same group, so she had remained a bit of a ‘mystery’ to me.” Two scientists favoured the consumer behaviour expert’s podcast [2] as it seemed to bring perspectives that were furthest away from their normal disciplinary considerations – “Her discipline is totally different from mine”. Nearly all participants appreciated the interview with the fibre scientist [podcast 4] who explained the process of chemical regeneration of cellulose so concisely, as well as what the designers needed to do to make his work on the project possible. Scientists, evaluation experts and designers all noted podcast 7 for its in-depth insights about how to work with a multidisciplinary approach on a daily basis:

[interviewee’s] previous experience […] was very interesting: reflecting another DDMI project process with T2C. That’s something we didn’t have time to do for example in the workshops (of course we had those expertise maps and excel sheets, but they were not as detailed as allowing people to explain their background using their own words).

One early career designer in particular really engaged with the whole series, finding the tone of the conversation to be a distinctly different and welcome parallel format to other kinds of research outputs and activities:

I found that all the podcasts opened that person’s work to me, they are speaking from their perspective in the project, in their own unedited or for academic’s peer-reviewed voice. The podcasts are an honest, human account of what is happening, what they have and are experiencing in their words from their voices. They are not presenting an account, methods, results or reflections - they are discussing their expertise through a conversation.

This respondent was really articulate about the essential nature of the conversation that took place in the podcast interviews:

I think during the podcasts a safe space is established and the interviewees are relaxed and trust in the environment the interviewer has established. The podcasts feel very comfortable to listen to, like listening in to a conversation between friends, one explaining to the other what they are doing and why they are doing it; what really comes across to me is why it matters to them, not just as professionals but as individuals.

4.4 Question 4

*Which question and answer was most enlightening for you? How did this help you in the project work?*

It was hard for many to clearly recall one question and answer, which suggests the podcasts are useful for more general types of knowledge exchange.But some did say that there were certain interviews that made a difference to how they understood aspects of the project, and they were able to recall exactly how. One respondent suggested that asking each partner about their expertise in the interviews would be “a very time-efficient way to share that kind of information in a large project like this.”

The responses to this question highlighted how the podcasts had enabled the partners to better understand other peoples’ perspectives and work. One scientist found it interesting to hear about *macro-marketing* (influencing factors beyond the ‘classical’ economic drivers) and social-marketing. “It made it clear that consumer perception can differ vastly from how we “scientist” see the world. And it made me realize that I too have different views when I am in the role of a consumer (of other products that are not connected to my research for instance).”

A scientist based in academia enjoyed hearing about how an engineer worked in an industry context [podcast 7]:

The question how to work with […] colleagues with different mindsets / background / languages ​​was interesting. It was assurance to hear that [interviewee’s company] has a relaxed attitude about working with people daily with different backgrounds because they know from experience that they will reach a final solution. […] for sure it opened my mind and will help me in further projects that the hypothesis and solution may not be determined initially.

Many found it useful to hear about what people thought success for the project might be which enabled a greater sense of shared understanding:

I would say the question what would make T2C a successful project. […]It shows that we all have similar yet still different aims or goals for the project in mind, depending on our backgrounds etc. - maybe this actually could be a nice workshop exercise to see the similar and also different thoughts and aims of partners.

One of the academic designers wrote about how a podcast interview with an expert they were due to work with really helped the process along. Hearing him talk about how the work was important, and why the collaboration was valuable, made the respondent appreciate the moment and commit more fully to the shared tasks ascribed to them:

[interviewee] comments that communicating with designers on LCA is key and that traditionally LCA studies are done without reaching the people who make decisions – this relates to the work [colleague] and I are developing.

4.5 Question 5

*Can you say anything about why LISTENING to them talk helped you understand in a better or different way, than READING about their work?*

Some said that reading is better for them, as just listening to new information is less effective than reading the written words; but they acknowledged that it enabled them to understand the people in the project better, from a more human-to-human perspective. One scientist wrote that: “this – I believe – improved and enhanced the interaction with/among the project members in general and was thus definitely beneficial for the project itself.” Another enjoyed hearing the passion and commitment of others: “Enthusiasm is a key in listening. It really encouraged and inspired me to listen to people's enthusiasm about their jobs.” One of the Evaluation experts who gave an interview commented on gaining understanding from listening to a conversation where the ‘right’ questions are being asked which aids understanding from a lay audience:

I think it’s more like a conversation, which on the one hand forces but on the other hand naturally makes one choosing language that is easier to comprehend for everyone. And also put some emphasis on some things without losing oneself in detail. […] It’s much more natural and easier to follow to have this conversation format. If I would be reading about it I probably at some point would ask myself ‘what does this term mean?’ and get stuck.

One academic designer noticed how differently interviewees phrased their answers than when they speak about their work during a presentation: “they get to explain intuitively and in a more human way - there are obligations when writing to take on a particular level or tone - and this is very domain-specific”. This theme of the technical information being explained clearly in a podcast was noted in the response of another academic designer:

Technical information can really inform my creativity but I find reading this information – which is a large part of the T2C work very challenging and time consuming, as an individual I must translate technical meanings into my own language – create illustrations or process charts so that I then understand the written information. This is just because of the type of learner I am and so for me I think it’s not just about the act of listening but how people speak and the language they use to describe then explain their work during the podcasts in a way they would maybe never write about it. […] To me the podcasts are a short cut to my understanding, I don’t need to translate them to understand them as the expert is doing that as they speak for me.

Two of the industry designers found listening to be easier and more time efficient than reading about the different expert’s work: “First of all, reading takes too much of my time and forces me to focus on only that, with podcasts you can multitask.” They also found the one-on-one structure to be “warm” and a slight relief after the intensity of the workshop atmosphere.

Yet for one Academic Designer, listening to a podcast in English - not in their native language - meant that it was more challenging than reading, requiring them to concentrate more than sitting with a text: “because listening requires full attention, whereas text can be just skimmed through without too much focus”.

4.6 Question 6

*In this final stage of the project who else should we interview and why? What do you want to know from them?*

Some of the scientists wanted verification from outside of the project partnerships, from the Project Officer. Others wanted to know more from specific industry partners, “What do they get out from the T2C project?” While the designers wanted to know what the scientists thought: “I wonder about science side what news they have? So, it will be nice to have a podcast from science partners.” This demonstrates the potential of the podcasts for enabling cross-disciplinary understanding and appreciation; the respondents recognised the value of hearing the perspective of partners from other disciplines.

5. Insights

5.1 Discussion

Table 3 presents what the audience and author learned from these podcast interviews, using four thematic headings that were generated from the analysis of the answers above.

Table 3: What the questionnaire respondents learned and what the author learned

|  |  |
| --- | --- |
| Audience - What did the listeners learn from the podcast series? | Author - What did the author learn from making the podcast series? |
| Recognising Roles  |
| Partners can better understand their roles in a large project, and what they can bring to others, whom they also understand better through the interviews. | By researching the interviewee for the questions in advance, the author and the UAL team better understood the roles of the different partners.  |
| The interviews sometimes gave a voice to people who weren’t often heard in workshops. | This made the author and the UAL team more aware and sensitive to voices that were not getting heard.  |
| Sharing Visions |
| The series enabled colleagues in the same company to better understand the ambition and directions being mutually explored. | By understanding the roles of people better, the author and UAL team better understood the ambition and directions of others; in turn this meant that other areas of project work – like workshop facilitation – benefitted. |
| Working Across Disciplines |
| It was understood as a communication tool to find new ways of facilitating interdisciplinary interaction. *“In general, the parts of interviews that open up the background and specific expertise of individuals are very useful.”*  | The interviews provided good examples of how the different disciplines could work together, which fed back in to the UAL team’s ability to look for new opportunities in both the research tasks and the communication of these. |
| Reading vs Listening |
| Listening to podcasts might not be the best way to receive new technical information, but it does enable partners to get to know each other on a more human, tone of voice, level. | Listening carefully during interviews enabled the author to notice and engage more with the project partners during subsequent workshop meetings. |

Table 4 presents recommendations resulting from the key findings, derived from the learning experiences above, that can be taken forward to other projects in the future.

Table 4: Recommendations resulting from key findings of the podcast survey

|  |  |
| --- | --- |
| Finding from the podcast surveys | Recommendation for using podcasting in future interdisciplinary projects |
| The business and consumer perception point of view that need to be taken into account at an early stage of the development, to avoid pitfalls during the market entry of a new product. | In podcast planning – look for areas where the greatest disciplinary diversity exists and draw these in to the programming quickly. |
| The cellulose regeneration process being explored by Aalto University and what design needs to do to enable the work to progress for them. | Highlight through internal communications how the expertise in a particular podcast might be of benefit to a particular group of project partners. |
| The podcasts helped to reinforce the understanding that new collaborations of this type need time to develop. | Create future projects with podcasts built in at the *front-end* to support the new relationships in the early stages. |
| The podcasts could have been used to help the partners understand more about the final results that came from the three different technology streams and the six different mastercases. | Create future projects with podcasts built in at the *final results stage* that deepen the project experience overall. |
| Early career researchers (ECRs), in general, were the group who found the podcasts more useful. | Find ways to more effectively engage the full spectrum of expertise in a project, as well as being conscious that the ECRs can use the resource to upskill. |

5.2 Limitations

This questionnaire did not extend to the last two podcasts made in 2018 – one which reflects on the project process with the lead-facilitator and the one with the UAL team that discusses the final results presented at Dutch Design Week 2018. It would be interesting to see how the latter podcasts helped partners to understand what the project had achieved by the end point. Also, surveys have not yet been made with the audience outside of the T2C project. This will happen after the project completes at the end of 2018.

6. Conclusion

For the participants who responded to the questionnaire the podcasts clearly increased their knowledge levels, by increasing their understanding of the project team members and other research areas. The series improved the engagement and attention span for those involved in the making of the episodes. It succeeded in elevating the voices of the less-heard, more introverted, quieter workshop participants. It made the technical information easier to understand and highlighted alternative approaches to shared challenges. It was useful at the beginning of the project when new collaborative relationships are being formed – it helped to build bridges between emerging partnerships. In a multi-lingual project such as T2C, the podcasts enabled non-native speakers to rewind, slow down, pause and reflect. Most of all it highlighted expertise, hopes, aspirations and enthusiasms in a “warm” way, helping listeners to feel confident at times where they might also have felt confusion or reticence.

Yet the series didn’t prove essential listening to all project partners. For one senior scientist, one of the nine work package leaders on the project, it was not something they even considered tuning in to: “I didn’t listen to them.” For another of the nine work package leaders, they saw them valuable for external communication, but did not consider using them as a way to connect more with others in the project. They also did not listen to any of the series: “As I did not feel it is crucial for me, and because of large work load, usually, I just prioritized my time and then eventually just forgot that there is some useful podcasts available!” It would be interesting to know what in future might change this, so that their considerable experience and knowledge becomes part of the aural record of the project. Could podcasts level communication structures in research hierarchies? Most benefit seemed to be gained by early career researchers, who are perhaps from a generation more used to listening to podcasts. It’s clear there is an opportunity here for further research around multi-generational ways of listening to learn, contexts of listening and cultures of sound. Questions around the blurring of work versus non-work space and time also arose and require further investigation; did the podcasts enable personal connections and understanding to emerge in situations of the listeners own making?

For the author, making the podcast series significantly expanded her circular textile design research practice. It provided understanding and insights that enabled her to fulfil the communications work – which was a new challenge. More importantly, it improved her ability to work across other work packages – in particular, to facilitate effectively in workshops, building a bridge to the Methodology Team work – and supporting the six mastercase teams as they delivered the final project results. Finally, this podcast-making and reflection methodology has produced insights which help us all to understand more about the possibilities for how social media interlinks with research projects to support new partnerships in other community contexts.

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