

Abstract

TITLE: Place-Conscious Education for Sustainable Development:
Supporting Diffusion, Transfer, and Creation of Sustainable Technologies

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ABSTRACT:

As the global community seeks solutions to counter the impacts of industrialization, resource depletion, wealth inequality and climate change many countries are committing to sustainable development initiatives. Necessity is driving innovation and new technologies flood the global marketplace to support sustainable, resilient lifestyles worldwide. Yet, the countries and communities most vulnerable and ill equipped to meet these global challenges face the greatest barriers for creating and acquiring sustainable technologies.

The purpose of this creative project was to offer a practical, multidimensional approach for implementing sustainability education and research within local communities to support the global vision set forth by the United Nations in *The 2030 Agenda for Sustainable Development*. Literature regarding technology diffusion and transfer, education for sustainable development (ESD), and place-conscious and popular education theories and methods were thoroughly reviewed to find best practices relevant to technology and curriculum diffusion. Key findings supported the development of an introductory curriculum outline and lessons to complement the diffusion and transfer of a sustainable agricultural technology known as the Garden Tower™ 2 – a 50-plant vertical garden and composter. The Garden Tower 2 Introductory Curriculum integrates the United Nations' Sustainable Development Goals and is designed to be widely transferable and applicable. Further evaluative research of this pilot curriculum is suggested.