Notice of the Final Oral Examination
for the Degree of Doctor of Philosophy

of

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B.A. Vietnam National University, Ho Chi Minh, Vietnam, 2004

“A Haibun of Learning and Becoming with Haiku Practice”

Department of Curriculum and Instruction

Wednesday, June 17, 2020
10:30am
Remote Defence

Supervisory Committee:
Dr. Wolff-Michael Roth, Department of Curriculum and Instruction, University of Victoria (Supervisor)
Dr. Michelle Wiebe, Department of Curriculum and Instruction, UVic (Member)
Dr. Tim Iles, Department of Pacific and Asian Studies, UVic (Outside Member)

External Examiner:
Dr. Angel Y. Lin, Faculty of Education, Simon Fraser University

Chair of Oral Examination:
Dr. Karen MacKinnon, School of Nursing, UVic

Dr. David Capson, Dean, Faculty of Graduate Studies
Abstract

This dissertation (by publication) is concerned with the introduction of the haiku form of poetry to elementary schooling. Four publications examine a variety of phenomena regarding learning and becoming with haiku practice from multiple angles, drawing on various analytical methods from discourse analysis to conversational analysis, and beyond (towards transaction analysis). The first study examines the discourses of haiku and mindfulness through texts available online and articulates the potential integration of teaching these two practices in education. The second takes a more critical look at the teaching and learning haiku materials to understand the discursive resources of doing haiku. The third study moves to understanding the nature of learning to read haiku by looking at communication between teachers, students, and researchers in a haiku reading event. The fourth study examines emptiness embodied in the practice of writing haiku through examples of Basho’s life and poetry and articulates my personal experience as a teacher of reading and writing haiku.

The research and understanding involved in these papers and this dissertation have been for me a journey, which I present here as a haibun. Haibun is a term first used by the Japanese haiku poet, Matsuo Basho, to refer to a poetic literary form combining prose and haiku and which recounts the various journeys of a haiku practitioner. As the title, A Haibun of Learning and Becoming with Haiku Practice, indicates, the following text describes a journey of learning and becoming with haiku practice, holding together and surrounding the four studies as a necklace holds precious stones.

This dissertation links these four studies through a narrative of the flux of my research journey with haiku practice from text to life. Drawing on transactional perspectives underlining all four studies, I propose an alternative way of theorizing and understanding the experience of learning and becoming with the practice of haiku as event. The four studies function as four main events (steps) on my research trail and the dissertation presents itself as a lively story in a continuous conversation about researching, teaching, and learning with haiku practice. Finally, and as a last step recorded here, but far from a final step, I offer a haiga (haiku painting) and some haiku lyrics (songs I sing and poems I have written) as an invitation to look back along the path we have walked together celebrating, and to continue our walk towards a spring of new beginnings in research and haiku reading and writing.