Cogito Ergo Sum
A Grounded Theory of the Filipino Elderly Transition Experiences in Third Age Education Program

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The Authors declare that there is

NO CONFLICT OF INTEREST

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6.7 billion world population

>9% (744.3 million) aged 60 and above

US Census[2010]
Third Age Education

(Bennett, 2002; Zunzunegui, Alvarado, Del Ser, & Otero, 2003; Brown, Allen, Dwozan, Mercer, Warren, K. 2004; Ratchford & Cebulak, 2004; Scourfield, 2006; Bronte, 2006; Greenfield & Marks, 2007; Elderhostel, 2007; Ng, 2008; Brown, 2008; Alpert, Miller, Wallman, Harvey, Cross, Chevalia, 2009; Wagner, 2009)
However, there has been little attempt to probe into the experiences of the elderly engaging in third age education and how they view themselves during that time (Klieber & Nimrod, 2008; Narushima, 2008; American Council on Education, 2007).
AIM chronicle the stages through which a select group of Filipino elderly experience third age educational programs

FINDINGS can offer valuable insights to gerontological educators
METHODOLOGY
**Design:** Grounded Theory

**Instrumentation:**
- Robotfoto
- Aide memoir
- 3 In-depth interviews

**Mode of Analysis:**
- Open coding
- Axial coding
- Selective coding
Findings
Holding Back
“I don’t think I can”

Empowering
“I know I can”

Opening Up
“I feel I can”

Moving Forward
“I think I can”
UNIQUE NEW BREED of learners
You are never too old to set another goal or to dream a new dream.

- C.S. Lewis
Thank you for listening!

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