Special stress levels are high, which I think is very important to realize. For librarians, educators and learners, it is very difficult to switch to new options. Having said that, there are silver linings. At its core, universal design and universal design for learning both really prioritize trying to help learners to personalize and users generally to personalize their opportunities to best fit their needs and there are a lot of opportunities for personalization in our current system. And I think as librarians in information literacy, part of what we need to be doing is guiding people to better personalize in ways that will help them to be more effective learners and more effective researchers. Also the adoption of new technologies can facilitate UDL, if it is done in a thoughtful manner.

And finally it office the -- because it is so focused on trying to support people who may be struggling with executive function. So how can we use UDL to support our remote learners? Well, I think that we need to start even if we have not before intentionally building in occasional support for executive function into our information literacy learning. Scaffolding these sorts of activities can be very helpful particularly for students populations and patron populations that are under a lot of stress. We should make myself choice at every step so we can engage our learners. And I
think that we should be linking out to additional information both to a comprehensiveness mention and also acknowledge that people are struggling to remember things at a time when they are under this stress.

And I also think we can integrate more opportunities for collaboration. One of the good things about remote learning actually is that many of the tools we're using -- use now allow for collaboration. We have thrown a lot of new technology at patrons and it's important that we scaffold that for them and we help them to learn how to use these tools and libraries have a great role. They can start filling in supporting remote launchers in this way. And then focus on the universal design for learning guidelines when they're evaluating tools and your instructional design. Make sure that as a library you're adopting these and you have a plan for how you're going to use them in the evaluation process when you're evaluating tools, when you're evaluating designs and when you're doing your own instructional design.

>> Last one minute.

And finally, I think that it's important in applying UDL to your day-to-day learning that you try to remember that you want to integrate multi-media, test anything that you will be offering technologically for assistive device compatibility, integrate scaffolding wherever possible whether through linking out to other resources or providing built-in additional support and offer...
progress monitoring options such as the ability to check off things when they're completing to keep track.

I want to end anyway saying I said as this great new book by professor Fitzgerald, the standard does not change because of situations or hardships. The standard is communicated and the road to reach the standard is paved with flexibility. And I think this is really speaks to our current moment. COVID-19 doesn't mean we should change our standards. It means that we need to offer flexibility and help each student to find their path towards the outcomes that they need to reach. So as you're working with students, try to remember that there are many paths and help them to find the right path for them.

And you can also contact me if you would like after the presentation. There's my contact information. Thank you very much.

Thank you for the great presentation. I really enjoy it. Thank you. Then I would like to introduce our two speakers. Delta Clayton Cop Lynn and Dr. Kim Thompson. They will talk about universal design for learning television inclusive teaching and learning. Dr. Cochran and Dr. Thompson, the floor is yours.

I think some people came in late and don't realize we would like to you put questions in the Q&A at the bottom of the page. That's the way we'll answer them. We're not --
10:20:08 I will be reading the questions and asking them at the end.
10:20:14 Thank you.
>>
10:20:21 Thank you.
>> Thank you
10:20:25 all. It is a pleasure and a privilege to be with you all this evening. I am Dr. Clayton Cope Lynn and I am joined with Dr. Kim Thompson.
10:20:43 >> You can all see the slides?
10:20:46 >> No. No.
10:20:52 >> Okay.
10:20:57 >> Let's try again.
10:20:59 >> Yes.
>> Okay. We can see it now. Thank you very much.
10:21:04 >> perfect
10:21:13 and learning. So we'd like to talk with you a bit this evening about what universal design for learning is and why it is important for all students with and without disabilities.
10:21:30 >> I'm sorry. Clayton, could you click the present again? Some of the word is getting cut off.
10:21:34 >> Okay.
10:21:47 >> Thanks.
10:21:51 >> Today's 11ers and learning environments are filled with diverse physical abilities.
physical challenges, skillsets, experiences, learning preferences, strengths, varying cultures, learning styles and approaches to integrate information into our knowledge schema. Languages, perspectives, senses and even religions. Universal design for learning as Dr. Spina said, universal design for learning is the design of products and environments to be usable by all people, to the greatest extent possible without the need for adaptation or special eyed design. We have for you here some tools and resources that we would like to share from our university of South Carolina's center for teaching excellence. There are some accessibility guides and tutorials. Recognizing that in today's learning environments we are responsible for creating materials and content and content delivery that are not open accessible for, but usable by all of our students. So you'll note in the slides to come that we have focused specifically on certain demographics in the population and specific strategies that can be employed to increase accessibility for those populations. Our challenge for all of you as we go through this content is to ask you to think about in the spirit of universal access and design what other populations and groups these same accommodations can support.
>> Clayton, would you
10:24:06 be willing to right click and turn off the auto caption
10:24:11 ing? Thank you.
10:24:17 So
this is me, isn"t it. So,
10:24:22 um, so we wanted to talk about as Dr. Cope
10:24:26 lynn just said -- I think we
have four different groups that,
10:24:31 um, we offer suggestions of things, actual things you can
10:24:34 do to
increase the usability of the
10:24:39 resources that you have. The first we"d like to apply concepts of
10:24:41 UDL
and inclusive teaching and learning
10:24:45 to learners with visual limitation
10:24:49 s.
10:24:53 Microsoft
word has a feature added to it. When
10:24:57 you type something, everything you type is typed within a
10:25:01 style. If you type an entire document simply in just
10:25:05 the normal setting as what it is default
10:25:08 called and then you"re putting things
10:25:11 in bombed, underlining things and on your page, it looks like
10:25:15 you have headings and subheadings but to a screen
10:25:19 reader, it just seems like it"s all the same font.
10:25:23 There are no subheadings, no bold, no changes
10:25:27 to show where the screen reader needs to go so use
10:25:31 ing
make make Word style formatting --
10:25:35 Microsoft Word style formatting will allow a screen reader to
10:25:39 read it better. Someone reading it with a screen reader can tab through
10:25:44 the different subheadings
and navigate the page much better
10:25:49. So all of those things as she said the center for teaching
10:25:52 excellence Ur L and if you do just a
10:25:55 general search for centers of teaching excellence and other
universities, there will be guides for how to understand that better. We're just going to give an overview as opposed to an actual training and how to do it.

The next is alt tent for images.

Same idea. When you have an image on your page and someone (inaudible) can see it, but someone who is using the screen reader, that doesn't exist. And sometimes the pick is quite important. Maybe it's a model that we're showing our students or faculty, whoever we are training. And so having alt text is just a right click and then a thing comes up on the side that says when you click alt text and you say image of model or model of information seeking or whatever your model is. So you just kind of describe it so that the screen reader can read that and the person who cannot see the image can hear what the image is and they don't lose that content. The income is uploading both PDF and doc versions of your resources. Sometimes we think, oh, a PDF holds the design very nicely. It looks very nice. And so we might only upload a PDF, but some screen readers can have difficulty reading a PDF. Whereas 20 years ago and I started teaching the PDfinshs actually read better than the doc. So having both of them up is good practice because then you allow listeners or read readers with different needs to see it.

Another thing is with the docs, maybe someone has visibility is pretty good, but the font is
difficult for them to read or they like to have a dyslexic font. They can thing select if it's (inaudible) and they can change it to a dyslexic font. Maybe change the size of the font to be able to read it better. They can manipulate it for their use. So again, as Dr. Spinely said and as Dr. Clayton just said, be aware of the different users and things they might have. What would make it a better experience for them? And then making decisions based on that. The last on this slide is the sand serrive font, which is what we have used on this slide. If you can see the slide, if you can't see the slide, auto just the kind that do not have a little lines at the top and the bottom of the letters. Auto just research shows that it is easier to read a sans serrive font on a slide. And so the slides that's what we have used font, but in a it know document -- written document in a paper print document, you want to have the font set at least at 12 point font for document. If you have slides much bigger than that, you try to have just a few bullets on the page so it's not difficult to see the image, the content on the page. And this is continuing about visual limitations. You want to be sure your font is black or a very dark color as opposed to color coding content. For example, you might say have a couple of
quotes and think oh, it looked very
10:29:45 nice if one quote was in red and one was in green and one was in
10:29:49 purple that shows that the purple one is always
10:29:52 this person that I"m sighting, the green is always
10:29:56 that person and the red is always this. But for someone who is color
10:30:00 blind or has visual limitations,
10:30:04 there may be no color there
10:30:08 and so you"re color coding which
10:30:13 very dark fonts is a much better practice.
10:30:16 Also be aware of spacing and layout on the screen or
10:30:21 on the page. Again, making sure things are not
10:30:24 too crowded on the page and that things
10:30:27 are structured in a way that a screen reader will read it from
10:30:31 top to bottom or with tabs to get through the con
10:30:35 tent. And the way you order your slide pain
10:30:40 pains as well. Having a structure to it and
10:30:44 sometimes even a table of contents at the beginning of a
10:30:48 document, small table of contents that allow
10:30:52 s people who are on the autism spectrum perhaps need
10:30:57 that to be able to figure out what the different
10:31:00 content -- the order of the content and you can
10:31:04 help with comprehension. Also, if you"re using Microsoft
10:31:10 office, there is a feature called check accessibility
10:31:16 which can check the access that you have in there in black
10:31:20 board, there is a patch that some organizations
10:31:24 have that check that. There are some other
10:31:28 software that you can use to check accessibility, but if all
10:31:32 you have is Microsoft office, you could use the
10:31:36 accessibility
feature and if you just go into a
10:31:40 search in Microsoft office and say easy isibility, it will show
10:31:44 you what features you have. But you have to realize that it's not going to
10:31:47 be perfect. It''s going to be (inaudible). It''s going to give
10:31:51 you suggestions based on the algorithms that it has, but
10:31:54 knowing
this about the fonts and about the
10:31:58 spacing and the layout and how you see it on the page, you will
10:32:01 need to make sure that it still is
10:32:06 accessible, but it is a very helpful resource
10:32:08 .
Dr. Copelynn, anything you''d like to
10:32:13 add to that?
>> Dr. Copelynn: The built
10:32:17 in accessibility checkers are very useful and very helpful particularly
10:32:19 for someone who is just beginning to
10:32:24 learn the basics of document or presentation access
10:32:28 ability;
however, those checkers do not catch
10:32:33 every error. And so it''s very important to use
10:32:35 the tools such
as those that we provided from the
10:32:38 center for teaching excellence at the University of South
10:32:42 Carolina for fundamentally learning the
10:32:46 practices of making documents accessible and
10:32:50 able and using
this as a checkpoint and not as a
10:32:54 place of reliance if the accessibility checker says
10:32:58 it passes,
then it''s fully accessible document
10:33:03 because it may well not be.
10:33:08
>> Dr. Kim: Thank you. I''ll look
10:33:12 for that URLand I''ll post it in
10:33:16 the chat. Dr. Copelynn, take us to the next slide.
10:33:20
>> Dr. Copelynn: In teaching and
learning with hearing limitations, some general practices

that can be very helpful would be recording video lectures for viewing such that those materials can be reviewed as many times as necessary. As determined by the individual learner. Also recording the lectures for viewing allows for captioning of the content such that folks can follow along.

Providing copies of slides and notes such that students can follow along with the content can be very helpful in reinforcing key points or if terminology is missed verbally in verbal communication or through hearing, then the student is able to pick up some of that terminology and so forth from the slides and the notes. It also provides a predictable structure for the delivery of the content. Providing closed captioning whenever possible is imperative. If closed captioning is not available, then allowing for transcription is a second best to that. And offering a detailed handout or outline of presentation slides that follows the same order of the presentation can be very useful. In situations where, um, it is possible, offices of disability services may also determine to assign someone to take notes for other students in the class.

Trying to have a video of one's face when lecturing with high resolution,
particularly if closed captioning is not available can be very useful. You also note that I have used a red lipstick to provide an outline of my lips and that is to aid in reading one's lips if that is possible and comfortable for both the instructor and the class of student students. Speaking slowly and with a clear tone is very important. It's very significant to remember that shouting or speaking in a louder tone is not going to aid someone in hearing the information, but rather to maintain a consistent tone that is slow and offering the opportunity to repeat information as necessary is also a useful strategy.

Dr. Thompson: Thank you. And Nancy just posted in our chat that PowerPoint allows subtitles as well. They were -- subtitles. They were the large subtitles behind the live captioned and they're -- they're not that big. They get better all the time. Would you say?

Dr. Copeland: And the same goes with transcribes our lectures or having auto captioning of, um, materials that we are recording. For example, if we have auto captioning in YouTube or one of our technologies, it's very important that we do engage in editing for accuracy particularly for discipline specific terminology. But we can see that with time, these
10:37:39 technologies and their
accuracy are improving
10:37:43 and they offer important opportunities not only
10:37:48 for the students for whom
they were originally intended
10:37:52, but perhaps also for other students
10:37:56 who may be learners in our
classrooms.
10:38:00 For example, closed captioning was originally
10:38:05 established for those with hearing
impairment. But it can be
10:38:09 very useful for second language learn
10:38:13 ers as well as people with certain
10:38:17 processing challenges,
10:38:24 a little slower to process content and the 80 to read and hear content
10:38:27 simultaneously can be very important
10:38:31 for those processing challenges or even simp
10:38:35 ly differing learning
10:38:39 styles in processing information
10:38:39.
>> Dr. Thompson. Thank you. Those
10:38:43 are very -- that"s very good. I appreciate that.
10:38:45 So the
10:38:47 next slide we have is applying
10:38:50 concepts of UDL and inclusive teaching and learning to learners
10:38:53 with
10:38:56 mobility limitations.

10:38:57 So sometimes in a face to face class
10:39:01, A, you may not even notice, but someone has a mobility
10:39:06 limitation or it could be that it"s pretty taken care
10:39:11 of. They maybe roll their wheel
10:39:13 wheelchair in
10:39:16 and they sit there and participate
10:39:19 like any other student, but this may create barriers in the
10:39:20 online learning environments particularly if the mobility
10:39:25 limitations are because of arthritis
10:39:29 of some sort or inability to
10:39:29 have a hand control. What are some other mobility limitation
10:39:33 s, Dr. Copeland that might affect?

10:39:37 >> Dr. Copeland: One other consideration that we do need to take into account even with something like handwriting is stamina. Stamina and speed. Someone could have a mobility challenge that is impacted by something that we'll all experience across the lifespan. For example, arthritis.

10:40:03 But with -- with time, someone may have strong writing skills, but over time, the level of endurance falls. So having extra haven't in that process and realize handwriting may not always be at the same speed as it would be for a learner without a mobility challenge. So keeping that in mind. And offering things like note takers, but also providing outlines of lecture notes, allowing, if possible, if it's in a face to face classroom, allowing the students to have a lecture such that they can go back and review content at a later time. Realize they may have slower handwriting speed, they may have slower typing speeds. So they may need a larger monitor or adaptive key. They may need a ball mouse or speech technology or tech to commands in order to interact with the technologies. >> Dr. Thompson. I think it's also important to note here that idea of hidden
invisible disabilities
10:41:39 because just because someone you don"t see what their
disability is, it
doesn't mean that they don"t have
10:41:47 a disability that they do need accommodation. Sometimes asking
10:41:51 for it can be -- they could be shy
10:41:54 about it or they just don"t know how to ask well for an
10:41:59 accommodation. And so just being aware that there could be
10:42:03 an invisible disabilities and then if
you see someone who seems
10:42:07 to need a bit more help, just being a bit more patient with that and maybe
10:42:12 asking questions of how you can accommodate as Dr. Spina said
10:42:16 to make sure that everyone has
full access to all materials
10:42:20 in the best way that is suited for their needs.
10:42:24 >> Dr. Copeland: And I would like to add there too
10:42:26, Dr. Thompson. I"m glad you said that
10:42:30 making sure they"re suited to the individual students needs. It"s very
10:42:35 important that
while we can put forth
10:42:39 strategies and practices that would typically be helpful, no one knows
10:42:44 their
needs more than an individual
10:42:48 themselves. They have this lived experience with the
10:42:52 challenges and
they know their needs best of all
10:42:56. And so working with them as an advocate and
10:43:01 saying how can I
help and what can we do
10:43:05 together to give you the best learning experience possible
10:43:08 is really
important.
10:43:12 >> Dr. Thompson: Thank you. Next slide,
10:43:17 please.

So some other things
10:43:21 that we can do as second slide is about mobility limitations
10:43:25 as well. So
Some other strategies we can use are to again recording sessions and transcripts of online meetings can help. Because then instead of having to note take, which can be laborious and if they’re slow, they may not hear the next thing because they’re still trying to think of how to write the previous.

If you have an engagement in the reference interview or a instruction or some sort of instruction and when you finish, maybe sending an e-mail out to all the participants saying these are the six things that we covered. If you have any questions, then please communicate back.

Opening the pathway for communication. Also, if you might have a meeting with someone, maybe teaching them how to use a research database or teaching them how to ask information question and saying this is kind of what we went over. Here are more resources that you can look up could be useful because it is difficult sometimes to capture everything while you’re listening especially if you’re all nervous or if it’s completely new vocabulary and you’re a little shy about asking someone.

To define some terms they might not be familiar with. Reinforcing verbal communications can be very helpful because then with written
Communication can be very helpful because then they can look up any terms that they didn't understand perhaps.

And applying convenes of UDL for learners with diversities. We can have co-morbidity at any point within our students. Particularly for our students with neuro diversities, being explicit about how to ask for clarification and understanding and giving specifics on how students may do that can be very important.

Establishing a predictable structure such that students know what the classroom expectations are whether those are online or face to face and where they can go to seek help. For example, one strategy is to set up questions about assignment discussion forum within the online learning system such that students can ask questions, but they can also receive responses from the instructor or the instructional team as well as from their colleagues because we may find that they share a similar learning style with a colleague and someone can share a different approach to processing the information that is helpful to an individual.

Can you explain what neuro diversities means?

Sure.

So neuro diversities can relate to any number of characteristic someone may have whether that's
10:47:25 difficulty with processing information or
10:47:29 interacting with the
social environment. Perhaps Dr.
10:47:33 Thompson would like to elaborate as well.

10:47:37 >> Dr. Thompson: Right. So neuro diversities can be that
10:47:41 you maybe area the autism spectrum or
have any
10:47:46 kind of just diversity or difference that affects how you learn
10:47:50 or how you process things,
which
10:47:55 can be a great advantage in the learning community. It
10:47:59 could be that you focus very well and
so you have a
10:48:03 very good memory, but maybe have difficulty with logic
10:48:08 or with the critical part. It
could be
10:48:12 many different effects to your learning experience.
10:48:18
>> Dr. Copeland: Providing a clear
10:48:22 structure whether that is through physical interactions or

10:48:27 through sub-headings and documents, providing predictable,
10:48:31 offering multiple
opportunities for reinforcement
10:48:36 and for students to be able to ask and answer question
10:48:42 s. Also with

10:48:46 neuro
10:48:50 and class on the discussion
boards and with other
10:48:55 communications. And one
10:48:59 strategy that’s very effective is save folding assignments
10:49:03 .

So perhaps breaking assignments down
10:49:07 into smaller parts such that pieces of an assignment
10:49:11 are
completed strategically and then
10:49:15 now content is covered. The income
10:49:19 The next
portion of the assign
10:49:24 ment is completed.
>> Dr. Thompson: We want to repeat
10:49:32 what professor Spina said about if it's good for some learners
10:49:36 particular is almost definitely going to be helpful for others. And access
10:49:41 ability helps insure meaningful interactions and strong
10:49:45 learning outcomes overall for the course.
10:49:49 I think we're out of time. I think the income slide is a
10:49:52 question that someone asked. So we'll turn the time over to
10:49:56 Nancy and if we have time to answer that question, we will
10:50:00 .
>> Nancy. Okay. Yes. Thank you
10:50:04 very much. It's a wonderful presentation Dr. Copeland and Dr.
10:50:08 Thompson, thank you. So it's the
10:50:13 Q&A
10:50:15 session.
>> We do have some questions. The
10:50:20 first one is UDC taught very much in library schools.
10:50:23 And actually, we have Dr. Spina, you
10:50:27 can turn on your video too because we'd like all three of you
10:50:31 to comment on these. So what about UDC--
10:50:35 UDL, I'm sorry. UDL (inaudible) library school
10:50:40 Is it and should it?
10:50:43 >> I can start, I suppose. So in
10:50:47 my experience, I don't -- personally I did not learn
10:50:49 about it in library school. I also
10:50:54 did a masters degree in education and that's where I learned
10:50:56 more about universal design for
10:51:00 learning. I think that it should be and I think that more generally
10:51:03 even when you're taking classes that
10:51:08 are focused on librarians that will be leading information
10:51:09 literacy sessions and will be
teaching, they still don’t really go enough into
peto gage and the
sort of frameworks like UDL and how
teach in my opinion. So I think it would be great if

programs did more of that, but right now it’s confined to a few
electives at some select schools, but not all in
my experience.

>> Dr. Clayton or Dr. Thompson, you
want to comment?

>> Dr. Clayton?  

would say we have an opportunity and a responsibility
to continue developing
awareness around u D
We do have a long way to go as professor
Spina has said, but I have seen
great strides in receipt years as well
and hope to continue to see a commitment that
arises out of events such as those we are
having today by creating awareness and opportunities
for people to take this back to our respective classrooms and universities and advocate for the difference in the
learning outcomes that these strategies can make for our student.

> I thinks hard to see the been
fits of the Corona virus, but one of them might be a better understanding or more advocacy
for making sure that everybody can participate online. So

let’s hope that might be -- it might be an outcome that library school take over. Another one was
when you say universal, does this mean
all types of libraries in all countries and how flexible
are
these guidelines? Some of these
10:53:04 might be -- in less developed countries, some of these guide
10:53:08 lines
may be difficult and a second
10:53:12 question that was similar to that is in
devolving countries without
technology either on the teaching side
t10:53:19 or the learning side what
t10:53:24 kind of of modifications are
possible to still help people learn
10:53:29 information literacy skills?
10:53:37
>> The guidey lines are often
10:53:41 focused in a technology way a technology focused manner, that
10:53:44 doesn't have to be the case. And I
10:53:49 shared in the chat the website that was developed by cast, one
10:53:51 of the organizations that researches
10:53:54 UDL to give more details about the guidelines and many of them
10:53:59 can be implemented with or without technology. So to take
10:54:01 an example, if you are building an online

10:54:05 research guide, you might use text and you might integrate
10:54:09 a video and you might also integrate
pictures. But if you don't have any
10:54:12 of that technology and you're teaching in a classroom,

10:54:16 you might still be able to have a full implementation
10:54:21 of the uDL guidelines by offering,
you know
10:54:25, lecturing about a topic and then also showing images even if those
10:54:29 are just printed out
images or a book you hand around the
10:54:33 classroom. A lot of the guidelines
10:54:38 are also more about how the
students interact. Rather than
10:54:42 having them write a paper in the end, they had a presentation or

10:54:46 write a paper oh, even maybe develop a skit they all do together
10:54:50. And that would be implementing a
lot of
the action and motion guidelines the
engagement guidelines and none of it would require any
technology beyond a piece of paper.
So there really is flexibility here even though often people
talk about technology. I think you don't have to get caught up in the
technology. You can read the
guidelines and think creatively about,
well, without technology, what are some other ways I might be
able to reach students in these new ways
>> Nancy. Know Dr. Lorraine who is
one of our participants says that UD
L is caught in the
SI program
(inaudible) and information literacy and they also offer a workshop to the
entire program.
And Dr. Thompson has added that
they're advocating for it at least. See if I get this right
Association of library and information
of science and education. Is that right? Okay. So one way
to move this forward is for those of you who are professors or those of you
even who are not is to
advocate the library schools
begin to teach these skills so that because one of the things
that struck me as I was listening is
talking about this in terms of information
literacy for learning -- I'm sorry. Universal design for learning, but it
really applies to anyone
who is doing anything online to get
information across the people. It would
be the same as if you
were actually, um, monitor
ing or moderating a book club that you want people to participate
in.
These are really general principles
that apply to a much larger field. Helen has come on. So I am
10:56:44 guessing she's going to say it is time to go.

10:56:48   >> Helen:  This webinar is a very good beginning
10:56:51   for offering a better understand for university

10:56:55 size for learning. We will from here build more resources for
10:57:00 everyone. It is accessible for all
10:57:04. So also yesterday academics, so may we invite
10:57:10 them all right here to provide
10:57:14 us more articles
or paper related
10:57:18 to university style learning especially on the delivery of
10:57:21 information
literacy program so we can upload your
10:57:25 articles or paper to our library surfaces to people
10:57:29 with
special needs website and make the web
10:57:33 alert web page more resourceful for everyone.

10:57:36   >> Nancy:  Thank you. That was a good suggestion.

10:57:40 So with that, I'm going to close it. Would you like to close
10:57:44 your stream sharing, Dr. Cope
10:57:48 land?
I'd like all of the planning committee
10:57:52 to come back on. So I can be sure and thank
10:57:57 them. M
10:58:01 IN CHOW,
MA
10:58:05 SAKO she's the past president of library services to people