Get PHIT
Website Accessibility
and
Inclusive Language Report

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1.0 Scope

The objective of this report is to help identify any ableist language and or any barriers that persons with disabilities may face while completing the Get PHIT training modules.

2.0 Findings

Section - Competing perspectives
- Key Terms table not readable by screen reader (if user clicks within table and on pulsating buttons, text is readable) *note* not all screen readers are the same and some may pick up pulsating buttons
- Look, Listen, Think* Not everyone has the ability to do the following, consider different title for section
- Image of head with gears should incorporate Alt text description
- Part 1 stylesheet not recognizable by the screenreader (if user clicks within stylesheet text is readable)
- Consider image description of David Lepofsky and the following 9 pictures of advocates
- Consider description for image of head with gears moving inside it
- Political spectrum images not readable by screen reader (picks up hyperlink)
- Digging Deeper - Words are picked up by screen reader, hyperlink is not
- Knowledge Check - Matching chart with advocates names can be quite confusing when read by screen reader

Section - Civil Discourse
- Principle flipcards not recognized by screen reader
- Key Terms chart recognized by screen reader but could pose issues for someone with low visibility as they would have to click on individual text boxes
- Look, Listen, Think*
- Consider description of Ayishat Akanbi, Lugardes Freire underneath picture
- Consider description of head with gears moving in it
- 3 videos are not picked up by screen reader like previous videos
- Consider description of head with gears moving in it
- Biases - flip cards are readable by screen reader but must be clicked on by user
- Fallacies - flip cards are readable by screen reader but must be clicked on by user
- Knowledge check box with 4 videos, video not recognized by screen reader tabs for videos are recognized
- Matching video chart is very confusing when using screen reader

Section - Case Studies at Canadian Universities
- Slides with descriptions of content in module 3 not recognized by screen reader
- Consider description under picture of Audre Lorde
- Consider description under picture of Ugla Stefanía Kristjönudóttir Jónsdóttir

- Key Terms chart recognized by screen reader but could pose issues for someone with low visibility as they would have to click on individual text boxes
- Look, Listen, Think* recognized by screen reader
    - Consider description of images when in individual case studies
    - Timeline not recognized by screen reader but when individual clicks on pulsating buttons are clicked on screen reader recognizes
    - Look, Listen Think*
    - Image of head with gears should incorporate text description
    - Common Attitudes and Consequences - flip cards are readable by screen reader but must be clicked on by user
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Section - Discourse Models
- Key Terms chart recognized by screen reader but could pose issues for someone with low visibility as they would have to click on individual text boxes
- Look, Listen, Think*
- Consider description of Image (cycle of classroom and group dynamics)
- Action Models chart recognized by screen reader but user must click on definitions to listen to description
- Name it, Frame it, Explain it - user must click on flip cards in order for screen reader to recognize text
- Crucial conversations model - user must click on flip cards in order for screen reader to recognize text
- Brave Space dialogue model not recognized by screen reader user must click on pulsating buttons in order to get a description
- Consider image description for "be brave" picture
- Consider image descriptions for diagram pages 1-5 Engaging Meaningfully in Difficult Conversations, screen reader does not pick up on text within diagram
- Look, Listen, Think*
- Digging deeper - users can click on descriptions so screen reader can relay information

Section - Wrap Up
- James W. Pennebaker quote not readable by screen reader
- Check your understanding questions need to be individually clicked on in order to be recognized by the screen reader. Each answer will also need to be individually clicked on to be recognized by the screen reader
- Key Terms Chart recognized by screen reader but user will encounter many steps in order to complete exercise
- Flip cards recognized by screen reader
- Cornel West quote not recognized by screen reader
- Nelson Mandela quote not recognized by screen reader

3.0 Other Considerations

- Consider alternative text size buttons to enlarge or change text
- Consider all images and tables to have ALT text for descriptions to allow visually-impaired users to identify the image via text or via a screen reader
- Consider avoiding use of style sheets as many screen readers cannot read style sheets
- Consider keyboard friendly browsing for users who wish not to use mouse or trackpad
- Consider using low contrast colours
- Consider subtitles and captions are present on all videos and or images

4.0 Conclusions

The Get PHIT training modules bring much needed conversations and how to deal with them to the forefront. The language used within the presentations and modules are spot on. The Get PHIT team did a great job in presenting difficult topics and discussions. The website uses decent colour contrasting allowing users to follow along well. Minor considerations could be made in order to make the course more accessible to those with vision impairments using screen readers. Overall the Get PHIT modules do well with their format and inclusive training. The Get PHIT training course will educate and empower professors and teachers alike to lead difficult conversations within the classroom settings and beyond.