

# A.I.R. Model

## Co-facilitation for Interprofessional Educational Practice



### Alignment

Before you begin:

- Establish that you are equal partners
- Review the goals and competencies of the session
- Share expectations and your own strengths and weaknesses especially as they relate to the content of the session
- Clarify roles: determine which facilitator will serve as lead for each activity - no one person should be the lead for the entire course, session or day.
- Identify points of disagreement or disciplinary difference for each activity - decide how to best address those differences
- Discuss possible signals (for time-keeping, moving forward, etc)



### Alignment Online

Before you begin:

- Non-verbals are harder through the screen, share strategies for communicating during the session - signals for time keeping, moving on, etc will be more important than they have been in the past
- Discuss your experiences with remote instruction. Share tips with one another about how you've been able to successfully conduct and manage classes online
- Determine how students will indicate they want to contribute to the discussion. For Example:
  - Physically raising hand in video
  - unmuting
  - using the "thumbs up"
  - chat

### Involvement

During Class Activities:

- If you are taking the leading role, find opportunities to ask your co-facilitator to provide input
- If you are taking the supporting role, offer support to your co-facilitator - look for non-verbal clues among students, help manage distracting behaviors, assist in distributing materials, serve as the timekeeper, etc.
- In both roles:
  - provide mutual support - don't let one person play the role of the expert
  - be fully engaged
  - model intended behaviors as you are teaching them
  - Use "we" and "our" rather than "I" and "my"



### Involvement Online

During Class Activities:

- Rename yourself in zoom (by clicking on your name in the participant list) and include your disciplinary role
- Stick to the plan - who will lead, who will support
- The supporting role is more important in zoom. Here are some things you may want to do if you aren't leading the discussion:
  - Monitor the chat
  - Scan video boxes for engagement, private chat when necessary
  - Take notes
  - Watch for "unmuting" - usually a sign that a student wants to contribute
- In the leading role:
  - Encourage students to include their disciplinary program in their name
  - Use longer wait time after issuing a prompt (count to 10)
  - Engage students equitably



### Review and Reflect:

After the learning activities:

- Review the day together - determine what went well and what could be improved
- Critique should be solution based - don't offer criticism without a way to address the concern or a framework for addressing the concern
- Develop a learning plan - what, if anything, should you learn more about



### Review and Reflect Online:

After the learning activities:

- Include technology in the reflection of the day - what could you do better to engage students in this environment
- Time seems to pass differently in zoom - determine if the timing of activities needs to change for the next session
- Give yourself and your co-facilitator grace and support - this is new for a lot of us!