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 own strengths and weaknesses especially as they relate to the content of the session
- Clarify roles, determine which facilitator will serve as leader for each activity - no one person should be the lead for the entire course, session or day
- Identify points of disagreement or differential difference for each activity - decide how to best address these differences
- Discuss possible signals for time-keeping, moving forward, etc

Alignment Online
Before you begin:
- Non-verbs 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 if students will indicate they want to contribute to the discussion. For example:
  - Physically raising a hand in video: unmute
  - Taking 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, or sit in-chat blocking materials, serve as the timekeeper, etc
- In both roles:
  - Remember 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 “us” 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
  - Longer wait time after issuing a prompt (count to 10)
  - Engage students individually

Review and Reflect:
After the learning activities:
- Review the day together - determine what went well and what could be improved
- Critique should be selective based - don’t offer criticism without an easy way to address the concern or framework for addressing the concern
- Share the learning plan - what, why, everything, 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