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The AI Recording Project: A hybrid human-AI course project for use in music production education.

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ABSTRACT

The Artificial Intelligence Recording Project (AIRP) is a proposed instructional framework that integrates AI into authentic studio practice while maintaining human creativity, critical listening, and professional decision-making. The AIRP is grounded in research on music production education, experiential learning, iterative feedback, and human-centered AI use. Furthermore, the AIRP extends established instructional models (*e.g.* Basic Recording Project and Remote Recording Project) by embedding AI tools throughout three production phases: Demo, Tracking, and Mixing. The framework positions AI as a generative and analytical tool that supports ideation, workflow efficiency, reflection, and revision. Enabling students to engage in iterative production cycles that combine AI-assisted creation with live-recording, editing, documentation, and structured peer and instructor critique to develop technical proficiency, AI literacy, creative judgment, and feedback literacy. This paper presents implementation strategies, required resources, assessment rubrics, workflow documentation, and future plans to assess the instructional framework's efficacy for adoption in classrooms and training programs. The AIRP proposes a sustainable instructional framework for preparing future sound engineers to work critically, creatively, and effectively within increasingly hybrid human-AI production environments by aligning AI-assisted production with authentic professional practice and education.

1 Introduction

Historically in music production practice and education, concerns have emerged during new technological transitions, such as the introduction of multitrack recording, MIDI sequencing, digital editing, sampling technologies, and Auto-Tune [1, 2 3, 4]. For each technology advancement, debates surrounding authenticity and technological dependency have occurred, and eventually resulted in shifts in professional expectations and teaching practice [5, 6, 7, 8]. Currently, the emergence of Artificial Intelligence (AI) represents a technological disruption which has created broader instructional challenges requiring educators to reconsider how professional competencies are taught, assessed, and contextualized within studio-based learning environments.

New Generative AI (GAI) models can be used throughout the music production process: (a) creating musical material [9, 10, 11], (b) generating lyrics [12, 13, 14], (c) producing synthetic voices [15], (d) assisting with arrangement decisions [16, 17, 18, 19], (e) automating editing processes [20], and (f) supporting mixing and mastering workflows [21, 22, 23]. Within professional production environments, AI-driven tools are increasingly embedded into digital audio workstations (DAWs), cloud-based collaboration platforms, and Digital Signal Processing (DSP) or "Plug-ins" [24, 25, 26], which may reshape technical workflows and creative decision-making processes. As these technologies continue to develop, their influence on sound engineering, audio production studios, and the larger recorded music industry is difficult to separate from broader discussions surrounding professional practice, creativity, technological literacy, and education.

To address these challenges, a semester-long recording project is proposed to provide an authentic and hybrid (Human/AI) instructional framework for use within studio-based learning environments. The framework is designed to integrate AI technologies across multiple stages of established recording and production practice including conceptual development, demo creation, tracking, editing, and mixing. The proposed course project conceptualizes AI as a tool that can support creativity, reflection, workflow literacy, and professional preparation when implemented critically and transparently in teaching and learning.

2 Background

Currently, the broader integration of AI into higher education has accelerated across multiple disciplines because educational researchers believe GAI may have the potential to support personalized learning, reflective practice, workflow efficiency, accessibility, and creative experimentation when implemented within carefully designed teaching frameworks [27, 28]. However, surveys of educators in creative fields suggest that the inclusion of AI raises questions from educators and students surrounding originality, authorship, artistic agency, and technical competency [29, 30]. Similarly, much of the current discourse surrounding AI in education has focused on academic integrity, automation, and fears of student dependency [27, 28, 30]. These concerns position AI primarily as a threat to traditional assessment practices rather than as a tool capable of supporting meaningful learning experiences of the future [31].

Contemporary music production education increasingly emphasizes the development of critical listening, creative decision-making, professional judgment, and tacit production knowledge through authentic studio practice rather than solely technical skill acquisition [8]. This shift reflects the evolving nature of the recorded music industry, where production roles incorporate technological innovation, automation, and cloud-based workflows, and requires educators to prepare students for dynamic and interdisciplinary professional environments [32, 33]. Simultaneously, contemporary pedagogical approaches emphasize equity, representation, and critical engagement with the social and cultural assumptions embedded within audio technologies and educational practices [34, 35]. Similarly, music production programs have adopted collaborative, technology-mediated learning environments (*i.e.* remote and digital learning environments), which support communication, reflection, feedback, and professional practice while extending access to authentic production experiences [36, 37, 38]. Collectively, these trends suggest that current music production education is characterized by a balance of technical proficiency, creative development, and professional readiness within increasingly digital and interconnected learning contexts [8, 32, 33, 34, 35, 36].

The integration of AI into music production education introduces a range of teaching and learning tensions. A common fear among educators is that increased automation will reduce opportunities for students to develop foundational production skills, such as microphone placement, signal-flow comprehension, ear training, arrangement analysis, and critical listening [29, 8]. Accordingly, educational researchers advocate for human-centered approaches to AI integration that prioritize agency, authorship, evaluation, and accountability throughout recording, editing, and mixing processes [29, 30].

In response to these concerns, a growing body of scholarship has established a set of evidence-based principles for the purposeful integration of artificial intelligence into traditional music production workflows. Researchers of text-to-music systems and generative audio models (GAMs) suggest that AI-generated outputs are most useful as early-stage compositions and creative explorations to create "stylistically coherent sketches" rather than as finished works [10, 9]. Similarly, studies of Large Language Model (LLM)-assisted ideation highlight their effectiveness in supporting brainstorming, variation, and structured revision when embedded within collaborative and reflective workflows [39, 40]. Research of diffusion and transform-based audio generation frames AI synthesis as an iterative process requiring continual prompting, editing, and evaluation, which reinforces the importance of human oversight throughout creative production [41, 16]. Tools, such as AI-based stem separation, may help bridge AI-assisted creation and traditional production practice by transforming stereo outputs into editable multitrack sessions that re-engage learners in editing, arrangement, recording, and mixing activities [17]. Furthermore, research on intelligent and assistive mixing systems demonstrates that AI supports first draft activities, such as preliminary balancing, analysis, and processing decisions; however, final drafts still rely on human comparative listening, aesthetic judgment, and final decision-making [20, 32]. Finally, scholarship addressing AI transparency, AI explainability, and ethical AI use emphasizes the

importance of documentation, disclosure, and reflective practice, which are required for the establishment of frameworks through which AI can be integrated legally into educational and professional music production contexts [42].

Taken together, the literature suggests that AI Tools should be used as an emerging set of tools whose educational value depends on how they are integrated into teaching and learning practices. Therefore, there is a need for instructional frameworks that occur within authentic studio workflows to encourage experimentation, reflection, and professional skill development while balancing the potential of AI within a contemporary music production context.

3 The AI Recording Project (AIRP)

The AIRP integrates AI tools into each stage of the contemporary music production process and is an extension of the Basic Recording Project (BRP) and Remote Recording Project (RRP), which have been used in classrooms for over a decade [43, 44]. The BRP emphasizes experiential learning, authentic practice, iterative feedback, and collaborative learning. The BRP draws on experiential learning theory [45, 46], deliberate practice [47, 48], and formative assessment (*e.g.* iterative rubrics) [49], and employs structured cycles of production, critique, and revision to develop technical proficiency and professional judgment. Situated learning and communities of practice further support authentic studio collaboration and professional skill development [50, 51]. The RRP instructional framework extends the BRP principles into distributed production environments through synchronous and asynchronous collaboration, consistent with research on online learning and emerging professional workflows [38, 52]. The BRP and RRP provide the pedagogical foundation for the proposed AI Recording Project (AIRP), which integrates AI-assisted technologies into established, evidence-informed recording education practices.

The AIRP introduces intermediate to advanced students to hybrid human-AI production practices that mirror emerging industry workflows in contemporary audio production studios. Students use AI tools within professional DAW workflows across demo creation, tracking, and mixing for lyric generation, music prototyping, stem separation, analysis, and assistive mixing. The AIRP positions AI as a generative and analytical tool that supports creative exploration, technical workflow, and iterative revision. The instructional framework proposes that students document prompts, processes, and decision-making while incorporating peer and instructor feedback, in order to reinforce critical listening, professional accountability, and feedback literacy in contemporary music production practice.

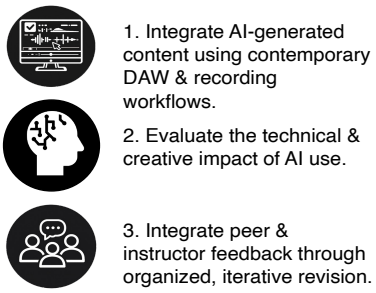


Figure 1. Three learning outcomes of the AIRP

4 Learning Outcomes

There are three main AIRP learning outcomes, which emphasize the development of technical proficiency, sovereign decision-making within hybrid human-AI music production workflows, and iterative feedback literacy, see Figure 1. The first outcome engages students to apply AI-generated audio, stems, and/or MIDI within a DAW-based workflow to develop the technical, organizational, and creative skills required for contemporary music production environments. Students learn how to integrate emerging AI technologies into professional studio workflows while maintaining critical listening, session management, signal flow, editing, and mixing practices consistent with industry standards.

The second outcome develops critical judgment by requiring students to document, justify, and reflect on their use of AI throughout the production process. This practice promotes transparency, responsible technology use, and informed decision-making while encouraging students to critically evaluate the creative and technical implications of AI within contemporary music production workflows.

The third outcome develops iterative feedback literacy by requiring students to interpret and apply peer and instructor critique across multiple stages of the production process. This approach strengthens critical listening, revision strategies, collaboration, and problem-solving. Thus, reinforcing the

Table 1. Demo phase structure in AIRP

Metrics	Demo Draft	Demo Final
Tasks in Phase	• Generate lyrical, conceptual, or structural material & create initial stereo demo using AI tools. • Emphasis on ideation, intentional constraints, documentation & formative exploration rather than production polish.	• Revise AI-generated demo in response to peer & instructor feedback through refined prompting, regeneration, editing, or restructuring. • Emphasis on feedback literacy & intentional iteration.
AI Tools Used	• LLMs for lyric & concept generation. • GAM for stereo demo creation.	• LLMs & GAM tools. • editing & regeneration tools.
Deliverables	• Stereo demo draft. • prompt logs. • creative intent documentation & revision notes.	• Revised stereo demo. • updated prompt documentation. • revision summary reflecting feedback implementation.

importance of continuous refinement, based on client feedback, within professional music production workflows

5 The AIRP Workflow

The AIRP uses a three phased structure: Demo, Tracking and Mixing. For each phase a draft and final version are required. The Demo phase of the AIRP emphasizes experimentation, drafting, and early-stage creative development, which is similar to traditional music production workflows in which artists create rough demos to explore ideas before formal recording begins. Students use a creative LLM to support lyrical and conceptual development while documenting prompts, revisions, and creative intent. These ideas are then used to generate an initial musical sketch with a GAM based on transformer and/or diffusion models. The resulting stereo demo functions as an early creative draft rather than a finished production. Students submit the demo with documentation of prompts, parameters, and stylistic goals to reinforce transparency, authorship awareness, and intent of AI use. Table 1 shows the primary AI tasks, AI tools used and required deliverables for the Demo Phase.

The Tracking phase of the AIRP translates the AI-generated demo into a DAW-based production session, which is similar to traditional workflows in which demo recordings are expanded into multitrack studio sessions through overdubbing, editing, and arrangement development. AI stem-splitting tools are used to separate the stereo demo into individual vocal and instrumental stems, while MIDI data may be extracted or recreated for further editing of harmony, rhythm, and arrangement. Students then layer, edit, or replace AI-generated material with live recordings and MIDI performances. This phase emphasizes hybrid human-AI workflows, session organization, and technical decision-making. Table 2 shows the primary AI tasks, AI technologies used and required deliverables for the Tracking Phase.

The Mixing Phase of the AIRP combines standard DAW practices with AI-assisted mixing, analysis, and utility tools, which are similar to traditional mixing workflows in which engineers use reference tracks, signal processing, and critical listening to refine a production. Students use AI tools as diagnostic supports and starting points rather than automated solutions. Common first pass mixing AI tools include balance generation, masking analysis, mix translation evaluation, restoration, vocal cleanup, loudness normalization, and stem isolation. Table 3 shows the primary AI tasks, AI technologies used and required deliverables for the Mixing Phase.

Throughout all three phases, students critically evaluate AI-generated recommendations instead of accepting them uncritically and document how

Table 2. Tracking phase structure of AIRP

Metrics	Tracking Draft	Tracking Final
Tasks in Phase	• Use AI stem-splitting tools to separate demo elements & import them into a DAW. • Extract or recreate MIDI where appropriate & begin layering, editing, replacing, or augmenting AI-generated material with live recordings.	• Refine hybrid recording sessions through re-recording, editing, rearranging & workflow refinement based on critique & production meeting feedback.
AI Tools Used	• Stem-splitting & source-separation AI. • MIDI extraction/reconstruction tools. • DAW-based production tools.	• Stem-splitting AI. • MIDI tools. • DAW editing & organizational workflows.
Deliverables	• DAW tracking session. • tracked draft bounce. • session documentation. • updated workflow & signal-flow notes.	• Revised DAW session. • updated tracked production. • revised documentation reflecting workflow changes & feedback implementation.

Table 3. Mixing phase structure for AIRP

Metrics	Mixing Draft	Mixing Final
Tasks in Phase	• Develop initial mix using DAW workflows with AI-assisted mixing, analysis & diagnostic tools. • Evaluate AI recommendations rather than relying on automation.	• Complete & finalize project mix while demonstrating professional workflow, iterative revision & comprehensive documentation of AI-assisted processes across production lifecycle.
AI Tools Used	• AI-assisted mixing tools. • spectral & balance analysis tools. • automated referencing & translation analysis software.	• AI-assisted mixing tools. • loudness, restoration & analysis software where appropriate.
Deliverables	• Stereo mix draft. • DAW mix session. • AI analysis documentation. • mix notes explaining accepted/rejected AI suggestions	• Final mix. • complete DAW session. • comprehensive AI documentation portfolio. • final reflection & revision summary.

analytical outputs informed or were intentionally rejected in their final decisions. Structured peer and instructor feedback reinforces critical listening, aesthetic judgment, and professional accountability. This approach positions AI as an analytical tool within a human-centered recording and mixing workflow.

6 Resources

Successful implementation of the AIRP depends on coordinated hardware, software, facilities, and instructional materials that support hybrid human-AI workflows throughout ideation, tracking, mixing, and revision. These resources are designed to reflect contemporary professional production practices while remaining flexible as AI technologies continue to evolve. Furthermore, specific hardware and software can be tailored to meet existing institutional inventories or access.

The AIRP requires hardware capable of supporting professional DAW-based production, live recording, critical listening, and hybrid human-AI workflows. Students need access to computers with sufficient CPU/GPU performance and RAM to run multitrack DAW sessions alongside cloud-based AI services and analysis tools. An audio interface with at least two inputs and outputs is required to support recording and monitoring tasks, while microphones, stands, cables, and pop filters allow students to record or replace AI-generated material with live performances. Reference-quality headphones and/or nearfield monitors (with sub) are necessary for critical listening and mix evaluation. Additionally, a MIDI controller supports MIDI editing, performance capture, and arrangement development within hybrid production sessions.

The AIRP integrates professional DAW software with AI-assisted production tools that support ideation, tracking, mixing, analysis, and revision across the project lifecycle. The AIRP relies on several AI tools intentionally mapped to specific project phases shown in Table 4. These AI tools are proprietary, commercially licensed, and freely accessible. However, changes in operating systems, software compatibility, licensing, and availability will require educators to periodically reassess their viability. To ensure long-term sustainability, the AIRP employs a modular, platform-agnostic framework that allows tools to be substituted without altering learning objectives or assessment criteria. Annual software reviews are recommended to maintain accessibility, compatibility, and instructional relevance as technologies evolve.

The AIRP requires studio facilities that support recording, monitoring, mixing, collaboration, and reliable access to cloud-based AI production tools. Students require access to a project studio or teaching studio suitable for individual or small-group production, equipped for recording, monitoring, and mixing. Reliable high-speed internet access is essential for cloud-based AI tools and services. A secure file storage and backup system (*e.g.* institutional servers or approved cloud platforms) is necessary to manage large session files, AI outputs, and documentation across iterative drafts.

The AIRP requires structured instructional materials that support guided learning, consistent assessment,

Table 4. AI Tool used across AIRP phases

Phase	Example Tools	Function
Demo	Claude	Lyrics, ideation, prompt revision
Demo	Suno	Text-to-music demo generation
Tracking	Fadr, LALAL.AI	Stem extraction, MIDI reconstruction
Mixing	Neutron 5, Automix, StudioVerse, Pure Bundle	Balance, EQ, dynamics, spatial processing
Mixing	MiRA, MixChecker, Visualizer	Loudness, spectrum, stereo analysis

and transparent documentation of AI-assisted production practices. Implementation of the AIRP is supported by instructional materials that scaffold learning while remaining assessable. These instructional materials include: (a) a detailed project brief outlining phases, expectations, guidelines and grading rubrics; (b) DAW session templates and standardized file-naming conventions; (c) AI documentation and disclosure forms for prompts, outputs, and revisions; and (d) just-in-time learning resources, such as micro-tutorials and quick-reference guides. Learning Management System (LMS)-mediated rubrics and peer-feedback tools ensure consistent assessment of technical outcomes, revision quality, and reflective engagement with AI across all phases of the project.

7 Implementation

The AIRP is implemented as a structured, instructor-guided sequence that integrates AI tools into each stage of an iterative recording workflow. Successful implementation depends on scaffolding AI proficiency across the three phases so that students gradually develop the technical, creative, and communication skills needed to work effectively within hybrid human-AI production environments.

Implementation begins with clear expectations regarding workflow, assessment, documentation, and AI use. Furthermore, AI tools should be framed as a professional support tool rather than a replacement for musicianship or engineering skill. Early phases emphasize guided AI-assisted demo creation through "just-in-time" instruction, formative feedback, and documentation practices focused on intentional prompting and creative decision-making.

As the project progresses into tracking and mixing, students apply increasingly advanced AI workflows including stem separation, MIDI reconstruction, AI-assisted analysis, and diagnostic mixing tools. Instruction remains grounded in traditional production concepts such as session organization, signal flow, editing, critical listening, and revision.

The project culminates in a final mix, complete DAW session, and comprehensive AI documentation assessed through LMS-mediated rubrics emphasizing technical quality, workflow professionalism, responsiveness to feedback, and purposeful engagement with AI-assisted production practices.

8 Assessment

Assessment in the AIRP is structured as an iterative, feedback-driven process that mirrors professional studio production workflows rather than a single summative evaluation [43, 44, 48]. Each of the three production phases consists of an initial draft submission followed by a revised final submission informed by peer and instructor feedback. This structure emphasizes revision, reflection, and continuous improvement as central components of learning [48, 53].

For each draft phase, students submit works-in-progress that are evaluated using LMS-mediated rubrics aligned with project learning outcomes related to technical execution, workflow professionalism, AI documentation, and participation in critique. Table 5 shows a sample LMS-mediated grading rubric for the draft submission of the demo phase. These rubrics were adapted from the iterative, feedback-driven structure established in the BRP [43] and RRP [44].

These draft assessments function formatively by identifying strengths, technical issues, and opportunities for revision prior to the final submission for that phase. Structured production meetings and critiques accompany each draft, which require students to present their work, explain creative and technical decisions, and document the feedback received from peers and instructors.

Table 5. Sample Draft Rubric for the AIRP

Criteria	5 – Exemplary	4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning	0 – Not Complete
Process	Demonstrates intentional, well-documented AI-assisted ideation aligned with musical goals.	Demonstrates clear AI-assisted ideation with minor documentation gaps.	Uses AI appropriately to generate coherent demo.	AI use lacks clarity or intent.	Minimal or unfocused AI use.	No demo completed.
Demo Creation	Produces usable AI-generated demo that clearly represents musical idea.	Demo is complete with minor technical or conceptual issues.	Demo meets minimum expectations.	Demo contains issues affecting usability.	Demo is incomplete or unclear.	No demo submitted.
Documentation / Turn-In	Complete AI prompt log & demo clearly organized & shared via LMS.	Documentation complete with minor organizational issues.	Most documentation present & accessible.	Documentation incomplete or inconsistently organized.	Significant documentation missing.	No documentation submitted.
In-Class Production Meeting	Clearly articulates goals & AI workflow & engages constructively in critique.	Participates effectively & responds to feedback.	Participates & receives feedback appropriately.	Limited participation or engagement.	Minimal participation.	Does not participate.

Table 6. Sample Final Rubric for the AIRP

Criteria	5 – Exemplary	4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning	0 – Not Complete
Feedback Integration (Instructor & Peer)	Actively engages in production meetings & comprehensively implements instructor & peer feedback with clear, intentional revisions.	Implements most feedback with minor omissions.	Implements core feedback at acceptable level.	Limited or superficial response to feedback.	Minimal engagement with or application of feedback.	No feedback applied or no participation.
Revised Demo Quality	Demonstrates clear, intentional improvement over draft, with refined AI prompts & stronger musical coherence.	Shows noticeable improvement with minor remaining issues.	Demonstrates acceptable improvement from draft.	Limited or inconsistent improvement.	Minimal or unclear improvement.	No revised demo submitted.
AI Process & Documentation	Complete, accurate, & clearly updated documentation of AI prompts, revisions, & decision-making.	Documentation complete with minor clarity or organization issues.	Most documentation present & understandable.	Documentation incomplete or inconsistently updated.	Significant documentation missing or inaccurate.	No documentation submitted.
Professional Participation & Turn-In	Demonstrates professional preparedness; all materials are clearly organized & correctly submitted via LMS.	Professional participation with minor lapses; materials complete.	Participation & submission meet expectations.	Participation or submission lacks preparation or consistency.	Minimal or unprofessional participation; submission issues.	No participation or submission.

Following critique, students revise and resubmit their projects during the corresponding final phase. Final-phase rubrics evaluate the quality of the revised production and the student's ability to interpret, implement, and document feedback across iterations. This progression from draft to revision reinforces iterative feedback literacy by making revision itself an explicit and assessable learning outcome. Table 6 shows a sample LMS-mediated grading rubric for the final submission of the demo phase. Rubrics and feedback are archived within the LMS and thus students can track progress across multiple iterations and connect assessment criteria directly to revision decisions. Together, LMS-mediated rubrics, structured production meetings, and peer and instructor feedback create a transparent, feedback-rich assessment environment that promotes accountability, professional workflow habits, critical listening, and reflective engagement with AI-assisted production practices.

9 Future Work: Evaluation of the AIRP

The AIRP is proposed as a modular extension of the BRP [43] and RRP [44]. Rather than replacing these established instructional models, the AIRP introduces AI-assisted activities within their existing project-based structures, which aids in preserving iterative production, formative assessment, and authentic recording practices. This modular approach allows educators to incorporate emerging technologies without substantially restructuring existing curricula.

The proposed AIRP is an instructional framework that has not yet undergone systematic empirical evaluation. Future work will include a pilot implementation in collegiate music production courses to assess its instructional effectiveness, feasibility, and impact on student learning. Evaluation will employ a mixed-methods approach, examining rubric-based assessments, student project artifacts, AI-use documentation, reflective statements, and instructor observations. Particular attention will be given to technical proficiency, critical listening, creative decision-making, AI literacy, and responsiveness to feedback. Student outcomes will be compared with those from established BRP and RRP implementations (where feasible) to identify the educational contributions of AI integration.

Additional evaluation will involve music production educators reviewing the framework's usability, adaptability, and alignment with professional competencies. Given the relatively limited empirical research examining instructional practices in music production education, systematic studies of the AIRP and comparable instructional models are needed to establish evidence-based approaches to emerging technologies. Such research may contribute to broader discussions of curriculum development, assessment validity, and professional preparation within music production education.

10 Conclusion

The Artificial Intelligence Recording Project (AIRP) provides an instructional framework for integrating AI into music production education without abandoning the foundational teaching and learning principles that have historically defined effective studio learning. The AIRP extends the iterative, feedback-driven structures of the BRP and RRP, and thus, positions AI as a generative and analytical tool embedded within authentic production workflows aiming to foster musicianship, engineering expertise, and critical listening and evaluation.

The AIRP is grounded in research on experiential learning, deliberate practice, formative assessment, situated learning, and contemporary AI-assisted creative systems, and thus can be used to demonstrate

how emerging technologies can be integrated into higher education in ways that remain reflective, assessable, and professionally relevant. The project's emphasis on iterative revision, documentation, and human-centered decision-making promotes continual student development of core technical and creative competencies while also encouraging students to critically evaluate AI-generated outputs and workflow recommendations.

Importantly, the proposed AIRP reframes AI literacy within music production education as a process of informed engagement rather than technological acceptance or prohibition. Follow-on work will include a pilot study in collegiate music production courses to assess its instructional effectiveness, feasibility, and impact on student learning. Through structured critique, reflective documentation, and hybrid human-AI workflows, students can learn to navigate the creative and technical complexities of contemporary production environments while maintaining accountability, intentionality, and professional standards. As AI technologies continue to reshape recording, editing, mixing, and collaborative workflows across the recorded music industry, instructional frameworks (*i.e*. AIRP) may provide educators with a sustainable and sound approach for preparing students to participate thoughtfully and responsibly in the future of music production.

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12 About The Author



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