**Supplemental Table 4: Recommendations for maximizing out-of-course time**

|  |  |  |
| --- | --- | --- |
| **Techniques** | **Example literature to learn more about these techniques** | **Example evidence that these strategies help students in undergraduate STEM courses** |
| Dedicate time at the beginning at the semester to helping students plan their time  | * **Recommendations** on how to structure this discussion provided in (Kent, 2018)
 | * A study showing this approach is effective for first-year students is highlighted in (Stevens et al., 2019)
 |
| Increase course structure to scaffold the process of students learning independently throughout the week and to provide guidance for scheduling blocks of time and coursework | * **Article** using highly structured course designs: (Haak, HilleRisLambers, Pitre, et al., 2011)
 | * Increased structure improves student performance (Freeman et al., 2014; Haak et al., 2011) in particular for Black and first-generation students (Eddy & Hogan, 2014).
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**Supplemental References:**

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