Sarah Pickett partners with instructors through consultations and programs designed to support effective, equitable, and inclusive teaching and student learning experiences. Sarah has trained as a neuroscientist and an education researcher. During her postdoc, she studied the influence of instructional language on student reasoning in biology, as well as tools to promote reflective teaching practice. Sarah has collaborated with instructors across disciplines and career stages, including as a member of the UC Berkeley Center for Teaching & Learning. Sarah’s approach to education is evidence-based, drawing on both relevant literature and strategies for classroom evidence collection to better understand student learning and learning experiences.