The facilitators of this workshop are in the process of organizing an open access journal special issue devoted to the intersections between open educational practices (OEP) and equity pedagogy. Broadly defined, OEP includes open pedagogies and open sharing of teaching practices, as well as the creation, use, and remixing of OER (Cronin, 2017) through collaborative learning processes, knowledge creation, and learner empowerment. Equity pedagogy centers the student and recognizes that teaching is a multicultural encounter where the complexity of students' lived experiences (e.g., cultural, racial, ethnic, gender identity, abilities, etc.) enrich the classroom (McGee Banks & Banks, 1995). At the intersection of OEP and equity pedagogy, students openly contribute to a global community of learners who acquire, interrogate, reconstruct, and produce knowledge. (McGee Banks & Banks, 1995).

Over the last two decades, the benefits of open education have been heralded as reduced textbook costs in higher education (Hilton et al., 2014) and widened access to knowledge (Feldstein et al., 2012). However, open education is at an inflection point. Lambert’s (2018) analysis of open education through the social justice principles of redistributive, recognitive, representational justice emphasizes the need for intentional, rather than implied social justice in open education. Equity pedagogy provides a lens to examine how open educators achieve recognitive and representational forms of social justice through OEP. While current discussions of open education and social justice focus on theory and lenses from diverse voices in nontraditional formats (Bali et al., 2020; Lambert & Czerniewicz, 2020), we seek to further facilitate discussions around pedagogical applications, particularly in primary and secondary education as well as higher education.

This asynchronous interactive session will bring together potential authors to share ideas, develop outlines, and plan for manuscript contributions to the special issue or other publishing opportunities. The session will encourage collaboration and allow for informal discussion among potential authors.

In this session, OE Global participants will be invited to participate exploring the intersections of equity pedagogy and open educational practices. We will utilize Google Jamboard and Google Docs to provide the following:

1. Introduction to Open Educational Practices and Equity Pedagogy
2. Readings about equity pedagogy, as well as social justice in open education for participants to respond to
3. Space to brainstorm ideas for manuscript proposals and request feedback or other forms of support from the issue editors
4. Share the call for proposals and information about the manuscript submission process. The editors are in the process of securing funding for the issue to be open access. As more details are available, the editors will share that during the interactive activity.

After this session, participants will:
- Understand equity pedagogy
- Examine connections between equity pedagogy and open educational practices
- Develop initial ideas of how potential practices and research projects might be appropriate for the special issue