Across the world, the events of 2020 have underscored that work towards equity cannot wait and that work towards equity requires everyone. In the learning sciences, recent increased attention to the political and ethical dimensions of learning offers promise for theorizing the equity dimensions of learning with educational technology. In this talk, I first outline some ways to conceptualize the relationship between “equity” and “learning.” Next, I highlight past and current ways of thinking about equity in the learning analytics, computer-supported collaborative learning, and broader educational technology research communities. I conclude with some potential productive directions forward at the intersection of these communities’ efforts and work in the critical learning sciences.