



INTERNATIONAL JOURNAL OF STUDIES IN INCLUSIVE EDUCATION

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IJSIE 2026: CALL FOR A SPECIAL ISSUE

**THEME: Rethinking learner discipline in digital and inclusive education:
Bridging theory, policy, and classroom practices**

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The *International Journal of Studies in Inclusive Education (IJSIE)* is a peer-reviewed journal, published by the Global Association of Educational and Research in Psychology (GAERPSY). It is indexed in the DOAJ and listed on accredited journals, as well as in the Department of Higher Education and Training in South Africa, Sabinet, and African Journals Online (AJOL).

Rationale and background

The shift toward digital learning has transformed education globally, creating opportunities for more flexible, accessible, and innovative learning experiences. Inclusive education, which aims to provide equitable learning opportunities for all students regardless of their ability, background, or socio-economic status, remains a central goal worldwide, supported by frameworks such as UNESCO's Education 2030 Agenda and SDG 4. Despite these advances, managing learner discipline in digital contexts remains a significant and under-explored challenge, particularly in diverse and inclusive classrooms.

Current research and practice reveal several gaps. Much of the literature focuses either on traditional classroom management or the adoption of digital technologies, often overlooking the intersection of policy, governance, pedagogy, and learner behaviour. Additionally, debates persist regarding the impact of digital learning on student engagement, motivation, and self-regulation, particularly in post-pandemic education systems. These gaps are especially pronounced in regions of the Global South, where disparities in digital infrastructure, teacher preparedness, and socio-economic contexts influence how learner discipline is conceptualised and managed.

Key questions to address

- What gaps or challenges exist in understanding and managing learner discipline in digital and inclusive learning environments, particularly in diverse and inclusive contexts?



- How can theory, policy, and classroom realities be integrated to improve learner discipline in digitally mediated inclusive education, making it equitable and effective globally?

Aim and objectives

This special issue aims to:

- Advance understanding of learner discipline in digital learning by linking theory, policy, and classroom practice
- To examine theoretical frameworks, policy approaches, and institutional practices that shape learner discipline in digitally mediated learning environments.
- To identify challenges, gaps, and innovative strategies for promoting learner discipline, engagement, and motivation in diverse and inclusive digital classrooms.
- To generate evidence-based insights and practical recommendations for educators, policymakers, and researchers to enhance the management of learner discipline in digital learning contexts globally.

Scope and thematic areas

The following list of indicative and thematic areas is not exhaustive:

- Policy and governance for learner discipline in digital learning environments
- Theoretical frameworks for understanding learner behaviour and self-regulation online
- Pedagogical strategies to promote engagement, motivation, and discipline in digital classrooms
- Teacher preparation and professional development for managing learner discipline in online settings
- Equity, inclusion, and accessibility in digital learning contexts
- Technology-mediated approaches to behaviour management and learner support
- Post-pandemic challenges and innovations in online learner discipline
- Cultural, regional, and global perspectives, including challenges in the Global South
- Family, community, and learner perspectives on digital classroom behaviour and engagement
- Intersectionality and diversity in managing learner discipline in digital learning

Types of submissions invited

Specify the types of manuscripts that are welcome.

- Empirical research articles
- Theoretical or conceptual papers
- Systematic or scoping reviews
- Policy analyses
- Practitioner-focused studies
- Critical perspectives and reflective essays

Methodological approaches

We welcome diverse methodologies, including:

- Qualitative, quantitative, and mixed methods
- Participatory and community-based research
- Comparative and cross-national studies
- Critical, feminist, decolonial, and rights-based approaches

Submission guidelines

Refer to journal standards, including.

- Word length (6000 to 8000 words excluding references)



- Reference style (APA 6th edition)
- Originality requirement
- Peer-review process

Manuscripts must follow the journal's author guidelines and will undergo double-blind peer review.

Important dates

- Abstract submission deadline: February 15, 2026
- Notification of abstract acceptance: February 28, 2026
- Full paper submission deadline: April 15, 2026
- Peer review feedback: May 31, 2026
- Revised paper submission: June 30, 2026
- **Expected publication: 31 July 2026**

Submission Process

Authors are invited to submit manuscripts via email to Editor-ijsie@gaerpsy.com, copying lumadri@unisa.ac.za and using the subject line: "Special Issue: Learner discipline in digital and inclusive learning environments."

This special issue will be of interest to:

- Researchers and scholars
- Policymakers
- Teacher educators
- Practitioners and school leaders
- NGOs and advocacy organisations