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PRAXICAL INTEGRITY: IMAGINING CONSTRUCTIVE AND PURPOSEFUL TRAINING FOR LIBERATING DECOLONIAL COMMUNITY INTERVENTIONS

Special Issue: Engaging Reflexive Decolonial Practices in Community Psychology Inquiry & Education

Marianne Daher

Escuela de Psicología, Pontificia Universidad Católica de Chile, Chile
<https://orcid.org/0000-0002-0521-6666>

Antonia Rosati

Escuela de Psicología, Pontificia Universidad Católica de Chile, Chile
<https://orcid.org/0000-0002-7125-1101>
(Corresponding author)

María José Campero

Escuela de Psicología, Pontificia Universidad Católica de Chile, Chile
<https://orcid.org/0000-0002-4013-7162>

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Critical Qualitative Analysis:
Making social justice issues visible through critical reflexivity and rigor
[Manuscript Under Revision]

Marianne Daher
Antonia Rosati
María José Campero

Abstract

The critical approach has contributed significantly to the field of research, by highlighting the critical analysis of situations of social injustice, as well as by orienting research towards social change. For its part, qualitative research contributes to methodological issues associated with analysis and rigor criteria, such as transparency and triangulation, favoring the quality of research. Based on this, the article seeks to present a methodological proposal for critical qualitative analysis, which integrates theoretical orientations of the critical approach with technical aspects of qualitative research to make visible situations of social injustice. The methodological proposal contains four components: critical positioning, preparation for the analysis, critical qualitative analysis and communication of the analysis. The third component contains comprehensive technical steps, situated considerations, analytical particularities (analysis based on theory and emergent phenomena, analysis based on problematic and propositional aspects, and first and second level analysis), as well as key precautions. This proposal seeks to recognize the potential of the critical approach and qualitative research to accompany the work of research teams with critical reflexivity and rigor, through concrete guidelines and examples derived from research.

Keywords: critical approach, qualitative research, methodological proposal, social justice

**“We Are Not Alone in the World”: Creating Possibilities for Transnational
Radical Relationality, Epistemic Justice, and Expanded Ecologies of
Knowledge Through the Indaba Podcast**

[Accepted Manuscript]

Christopher C. Sonn

Natalie Kivell

Monica Madyaningrum

Marianne Daher

Garth Stevens

Ramy Barhouche

Samuel Keast

Abstract

Departing from the premise that contemporary psychological knowledge and praxis are dominated by a philosophy of science privileging an individualistic perspective from predominantly Northern and Western industrialized contexts, this article traces an instance of disrupting such epistemic hegemony through a decolonial lens employing podcasting technologies to nurture and grow relational global connections. We weave together our stories of building our global collective of decolonial and critical scholars and developing our cocreated global podcast: Indaba. Through digital platforms, and in-person gatherings, we came together to share alternative and contextually rooted psychological knowledges from our respective, and often isolated, locations. Our explorations through these dialogues and exchanges provide insights into the borderless dynamics of coloniality/Western modernity. The particularities of our struggles across different histories and geographies are premised upon our specific loci of enunciation. Our learnings, through podcast development, reveal how multimodal approaches to knowledge creation disrupt normative listening practices and expand our critical listening positions and ways of representing and engaging with knowledges produced at the margins, iteratively expanding psychological knowledges. Multimodal knowing is part of a process that goes beyond knowledge dissemination and is a democratizing strategy where our practices instead move knowledges beyond the academy through more accessible distributional regimes, opening them to expressions of coloniality and

decoloniality in our experiences and encounters in the world. This process itself is a reflection of the everyday “decolonial love” and “creative labor” we need to catalyze and sustain social transformation while at the same time transforming ourselves.

Keywords: decoloniality, critical community psychology, radical solidarity, epistemic community, ecology of knowledge