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activism, and ethical choices in education and the implications of such pedagogical possibilities in strengthening the capacity for ethical response-abilities of everyone in this troubled world.

**Keywords:** education, pedagogical possibilities, neoliberalism, ethical response-ability, activism

## **REFLECTIONS OF DIGITAL ENVIRONMENT ON FAMILY EDUCATION - THE NEED FOR PARENT EMPOWERMENT**

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Digital technologies have been an essential part of our daily lives, work, education, leisure, and family life for some time now. This is a natural environment for the new generations of children and young people who are born, grow up, and spend most of their time with technology, although this does not mean they use it appropriately. On the other hand, for parents who grew up in a different environment, this represents a source of numerous parental concerns, challenges, and uncertainties regarding their empowerment to mediate children's interactions with technology and new responsibilities in terms of developing the digital literacy of their children. Contemporary literature refers to this phenomenon as digital parenting and defines it as parental efforts and engagement in regulating and supporting children's activities in the digital environment (parental mediation). According to the previously mentioned facts, we come to the question of parents' empowerment to engage in mediation, i.e., regulating, guiding, and supporting the use of technology to promote the development of digital literacy in children. Based on the empowerment theory, this concept involves both the process and the result of the achieved level of empowerment and refers to the processes by which individuals, in this case, parents, gain power, authority, access to resources, and control in the context of adequate mediation in children's interactions with technology. The research aims to examine parents' perception of their empowerment to mediate their children's use of digital technologies. In this research, we

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start from the parents' perception of the risks and opportunities of children using digital technologies. Then, we focus on the mediation strategies that parents use in regulating their children's interaction with digital technologies. Finally, we seek to investigate to what extent parents feel empowered to mediate their children's use of digital technologies, and what kind of support they need in this context. A descriptive research method is used to provide a detailed description of parents' empowerment to engage in mediation. Data will be collected through a survey of elementary school children's parents from Belgrade, while the conclusions and pedagogical implications will be drawn based on their responses.

**Keywords:** parenting, digital technologies, mediation, parent empowerment

## **FAMILY EMPOWERMENT IN THE CONTEXT OF CHALLENGES AND CHANGES IN MODERN SOCIETY**

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Previous studies of family functioning and mutual relationships have been focused on families' problems, risks, or weaknesses, while fewer families have been studied through their advantages and strengths. Family strength is defined as a set of relationships and behaviours that help and protect families and their members, back up families during periods of stress and changes as well as support family members' well-being and development, while simultaneously maintaining a high level of family cohesion. The main goal of this study, whose results are being presented, was to examine how parents define the term "family strength" as well as to determine which family characteristics enhance the strength of their family. In total, 210 participants took part in the study (participants' average age was 42.6 years), with the target group being parents of children of different ages. Regarding age, the highest number of participants have children older than 18 (36.2%); 31.4% of participants are parents of preschool children, whereas a similar percentage of participants have children attending 1st - 4th grade (25.7%) and 5th – 8th grade of elementary school (25.2%). The fewest number of participants have children of high school age (19%). The data were gathered via a questionnaire, whose aim was to examine the participants' opinion on the characteristics of family strength, potential

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