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The Montserrat Volcano Observatory: An evolution, organization, role and activities

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Montserrat Volcano Observatory

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Published in slightly modified form in: Spurr, R. J., E. C. Longwell, et al. (2002) The Montserrat Volcano Observatory: An evolution, organization, role and activities. In: The Evolution of Volcanic Risk: Studies in Historical and Pre-Historic Volcanism, T. H. and K. H. (Eds.), The Geological Society of London, Memoir 21, 71-81.

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
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Sparks, T. P.
Mixed Reality for Development of Spatial Skills of First-Year Engineering Students

Sparks, T. P., & Newman, G. L. (2014). Mixed Reality for Development of Spatial Skills of First-Year Engineering Students. In: Proceedings of the 2014 IEEE Virtual Reality and Avatars and Presence (VRAP) Conference, 1-8. doi:10.1109/VRAP.2014.6860001

Abstract: This paper describes the development and evaluation of a mixed reality application designed to help first-year engineering students develop their spatial skills. The application is based on a series of virtual reality (VR) scenarios that simulate real-world engineering tasks. The application is designed to be used in a classroom setting, where students can interact with the virtual environment and receive feedback on their performance. The application is designed to be used in a classroom setting, where students can interact with the virtual environment and receive feedback on their performance. The application is designed to be used in a classroom setting, where students can interact with the virtual environment and receive feedback on their performance.



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The Effect of Critical Changes and Gender on Adolescents' Subjective Well-Being: Comparisons Across 8 Countries

Carrie Matthews · Tamara Dubravica · Sergio Ballarín · Brilinda Armatia Céspedes · Forest Coker

Accepted: 25 November 2014 / Published online: 13 February 2015
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Abstract The aim of this article is to explore adolescents' subjective well-being (SWB) in relation to critical changes in their lives during the last year of education. Brazil, England, Israel, Romania, Saudi Arabia, Spain, Uganda and the U.S. (higher rates) and Mexico, Norway, and Poland (lower rates) were included in the study. The authors use combined data from 2011 and 2012 with 12-year-old boys and girls, as part of the OECD's Program for International Student Assessment (PISA). The study focuses on the effect of critical changes on adolescents' SWB, and compares the effect of critical changes on the SWB of adolescents in the study countries for girls and boys. The authors use the detailed data from PISA to explore the effect of critical changes on the SWB of adolescents. The authors also explore the effect of critical changes on the SWB of adolescents in the study countries for girls and boys. The authors also explore the effect of critical changes on the SWB of adolescents in the study countries for girls and boys.

Keywords Subjective well-being · Critical changes · Gender · Adolescents · Well-being

1. Introduction
The aim of this article is to explore adolescents' subjective well-being (SWB) in relation to critical changes in their lives during the last year of education. Brazil, England, Israel, Romania, Saudi Arabia, Spain, Uganda and the U.S. (higher rates) and Mexico, Norway, and Poland (lower rates) were included in the study. The authors use combined data from 2011 and 2012 with 12-year-old boys and girls, as part of the OECD's Program for International Student Assessment (PISA). The study focuses on the effect of critical changes on adolescents' SWB, and compares the effect of critical changes on the SWB of adolescents in the study countries for girls and boys. The authors use the detailed data from PISA to explore the effect of critical changes on the SWB of adolescents. The authors also explore the effect of critical changes on the SWB of adolescents in the study countries for girls and boys. The authors also explore the effect of critical changes on the SWB of adolescents in the study countries for girls and boys.

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Montserrat PALLARES-BARBERA
Arina BACH
Josefa DUCH

Cerdà and Barcelona: The need for a new city and service provision

The paper examines the evolution of the Cerdà Plan for the 1919-1929 period and its impact on the urban development of Barcelona. It discusses the role of the Cerdà Plan in the development of the city and the need for a new city and service provision. The authors also explore the effect of critical changes on the SWB of adolescents in the study countries for girls and boys. The authors also explore the effect of critical changes on the SWB of adolescents in the study countries for girls and boys.

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Supporting the Development of Procedures for Communications During Volcanic Emergencies: Lessons Learnt from the Canary Islands (Spain) and Etna and Stromboli (Italy)

M.C. Salas, S. Carati, C.R. Kibren, H. Günter, D. Chester and A. Denaro

Abstract Volcanic eruptions are complex and rapidly changing in nature. Volcanic eruptions can be particularly hazardous due to the unpredictable nature of the eruptions and the potential for secondary hazards. The authors explore the need for a new city and service provision. The authors also explore the effect of critical changes on the SWB of adolescents in the study countries for girls and boys. The authors also explore the effect of critical changes on the SWB of adolescents in the study countries for girls and boys.

1. Introduction
The aim of this article is to explore adolescents' subjective well-being (SWB) in relation to critical changes in their lives during the last year of education. Brazil, England, Israel, Romania, Saudi Arabia, Spain, Uganda and the U.S. (higher rates) and Mexico, Norway, and Poland (lower rates) were included in the study. The authors use combined data from 2011 and 2012 with 12-year-old boys and girls, as part of the OECD's Program for International Student Assessment (PISA). The study focuses on the effect of critical changes on adolescents' SWB, and compares the effect of critical changes on the SWB of adolescents in the study countries for girls and boys. The authors use the detailed data from PISA to explore the effect of critical changes on the SWB of adolescents. The authors also explore the effect of critical changes on the SWB of adolescents in the study countries for girls and boys. The authors also explore the effect of critical changes on the SWB of adolescents in the study countries for girls and boys.

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