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## 90° to 360°

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## 90° to 360°

### **Abstract**

When I hear STEM (Science, Technology, Engineering and Mathematics) and Art I think of Math and value. Even though there is value in STEAM (Science, Technology, Engineering, Art and Mathematics) the value as a whole cannot be fully calculated. Art is too indefinite, too vast, too infinite to be calculated, but aspects of STEM can be. Yet even then what we think we know comes down to interpretation, fact is fact for only a while.

### **Author/Artist Bio**

Holly Paronelli studied the science of video production and digital film-making at the Art Institute of California in Los Angeles and is an aspiring filmmaker, editor and writer. Holly is also a roller derby skater in a Los Angeles based team. Holly's interest in STEAM is in the way human beings process knowledge and meaning through a multitude of channels, and how as a species humans can appreciate their surroundings by observation and contemplation.

### **Keywords**

Roller Blading, Mathematics, Perception, Art, Science, STEM, STEAM

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## 90° to 360°

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When I hear STEM (Science, Technology, Engineering and Mathematics) and Art I think of Math and value. Even though there is value in STEAM (Science, Technology, Engineering, Art and Mathematics) the value as a whole cannot be fully calculated. Art is too indefinite, too vast, too infinite to be calculated, but aspects of STEM can be. Yet even then what we think we know comes down to interpretation, fact is fact for only a while.

Sometimes you need one or a few accepted interpretations by many, for example angles and degrees have a value widely accepted and can be calculated, if I measure two straight lines meeting at **90°** many accept that it is a Right Angle, but again if I were mention to someone else the words '**90°** angle', another person may interpret another also accepted value, that it is a quarter or  $\frac{1}{4}$  or 25% of a **360°**. The term **360°** itself has several meanings, a complete turn-around in opinion, approach or a decision but may also be a directional command, 'make a complete turn' and that physically means to turn in a complete circle. So we come full circle back to the question of value and STEAM, there is definitely value, maybe some degrees of this transdisciplinary approach can be quantified, and yet to what degree? Sometimes it is the very illusion of beauty, of what is there and what might be...it is the unquantifiable that is the crux STEAM...the interrelated, the interconnected, interlocking, intertwined, the inter... the unknown...for us to each find our own meaning... there is always more to discover...to what degree do we explore?

Skating is both a science and an art, and yet when making a turn I am not thinking about the technicalities, the aesthetic or the skills needed...I just flow and it comes together. This is the

aspect of STEAM that interests me, the indefinite and indeterminate. There are aspects in STEM and Art which relate to areas of the unknown and yet when they combine and entwine there may in fact lead to more questions than answers but with a promise of a broader framework. In the end it's a matter of degrees... and I mean the one with the ° not the certificate...

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