

Hi

This is a multimedia pdf version of my Unit 2 Symposium Keynote presentation 2025. Please download to view.

Static slides will appear at the top here. See below for a transcript and links to content hosted elsewhere.

If you just want to watch a video of it instead, you can access it [here](#)

**Thanks,
Mark Ecob**

My script will appear here

Click on the red boxes for video and audio...



BOARDING

Airport sound and then kids voice:

‘May I have your attention please.

This is the final call for passengers wishing to travel on Flight
MAGCD2 to London, which is now boarding at Gate F201.

Please take your seats and have a pleasant flight’

[Click here for sound...](#)



[...and then here](#)



FROM:

Triangulation

DEPARTURE DATE:

20/21 NOV

PASSENGER:

ECOB, M

VIA:

Synthesis

ON FLIGHT:

MAGCD2

CLASS:

GARCIA OLIVA, J

TO:

Projections

FLIGHT TIME:

7 minutes

<https://23045260.myblog.arts.ac.uk/>



Good morning/afternoon ladies and gentlemen. It is my pleasure to welcome you aboard flight MAGCD2 from Triangulation via Synthesis and continuing on to Projections. Flight time will be approximately 7 minutes. Before we depart, there are emergency exits if this gets boring. Sit how you want, but please be quiet and give your attention to the cabin crew.

FLYING FROM:

Triangulation

Kids voice: 'Triangulation'

Click here for sound...





(PLAY) When we last travelled together, you may have checked my subverted passport at the gate. Inside is a hidden message of British colonial legacy told through my family's time living in Cyprus, which is a European island just south of Turkey and west of Lebanon.

[Click here for video...](#)



EMPIRE:

A group of countries that are ruled by a single other country or government.

COLONIALISM:

If one country takes control of another, it colonizes it. The taken-over place is now a 'colony' and the people who came to take over, are called 'colonizers'

LEGACY:

Something important that is passed down from the past. It can be an idea, a skill, a tradition, or an object. Think of it as something from people who lived before us that shapes our present and future.

Kiddle (17 October 2025) Legacy Facts for Kids. Available at: <https://kids.kiddle.co/Legacy> (Accessed: November 2025).

Sanghera, S. (2023) Stolen History: The Truth About The British Empire and How It Shaped Us. 1st edition. Penguin Random House UK.

Before we fly too far, it's a good idea to define a few things. Empire is a group of countries that are ruled by a single other country or government. Colonialism is when one country takes over another, and Legacy is something from people who lived before us that shapes our present.



https://www.vam.ac.uk/articles/tipus-tiger?srltid=AfmB0opFtuKL-h30yV3riX3JpUvttxpQRj_R7A9iNhp1M4sd4qnsR4Ky

Procter, A. (2019) The Exhibitionist. Available at: <https://www.theexhibitionist.org> (Accessed: October 2025).

Colonialism is uncomfortable and its hiding.

Curator Alice Proctor ran Uncomfortable Art Tours. Guerrilla-style guided tours in major British institutions. Participants wore badges enacting a kind of soft resistance. They juxtapose imagery like Tipu's Tiger, seen here bottom left, with the strong type 'DISPLAY IT LIKE YOU STOLE IT'

Our practices highlight colonialism, but what did I want to say about it? Surely just another white guy talking about wouldn't add anything, right?



With the kind permission of Daniel Lowe, head of Arabic Collections at The British Library



<https://www.artasiapacific.com/shows/passports-and-identity-documents-in-the-hands-of-artists/>

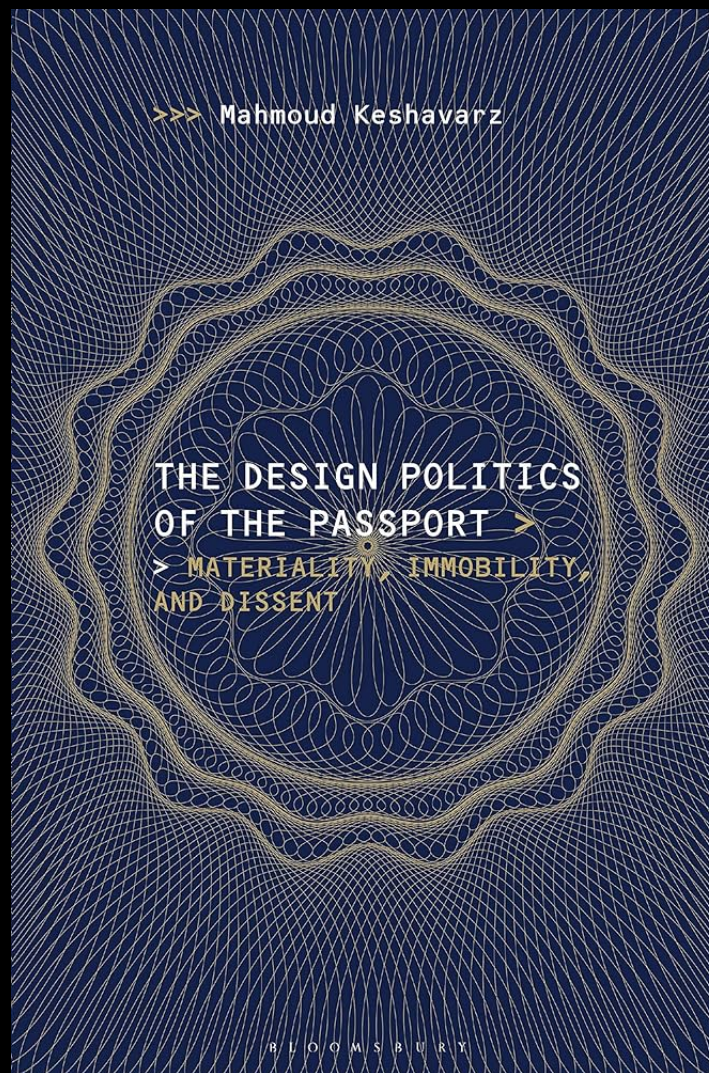
Wrong.

As part of Positions through dialogue, I interviewed Daniel Lowe, Head of Arabic Collections at The British Library and curator of Identity Documents in the Hands of Artists, 2025. The exhibition contained 7 documents remediated by artists in the Middle East, all comments on inequality of movement. In our interview, I realized I'd moved from Observer to practitioner. Jana Traboulsi's Sorry for Not Attending, is a comment on not being able to attend her own exhibition. In 2010 she was invited to the Tate Modern, but UK visa laws said no. So she sent her own, remediated passport instead. The document travelled without the bearer.

I spent time breaking apart and reconstituting my identity documents last year, which unearthed all sorts of realisations. Is there something here about documents, their bearers and movement?

Click here for video...





Keshavarz, M. (2020) The Design Politics of the Passport > Materiality, Immobility and Dissent. Bloomsbury.

I needed grounding in wider discourse.

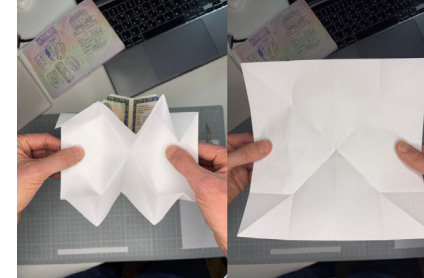
The Design Politics of the Passport by Mahmoud Keshavarz, is that key positional reference. The author helped me think in a more relational way and realize that recognition of colonial legacy is key to ethical practice.

I began to understand the position of the designer through articulatory practice. And that we encounter choices to be made on the basis of positions we occupy and have taken, rather than problems to be solved or services to be delivered.

Keshavarz also says that there is no rule book for this. It's important to engage with remediating these systems wherever we can, as passports are just one of many.



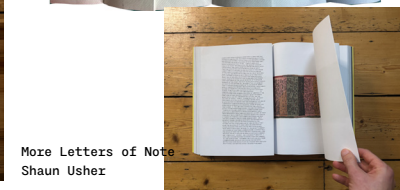
Concertina



Turkish Map fold



Johnson Banks



(PLAY) Time to make. I wanted to show rather than hide. I sat with the format, experimenting with different folds and considering references, thinking it should still mimic a passport. A map-like form made sense to amplify out of the pages of a passport.

Like The Exhibitionist's badges I wanted to use its own language to say something. But what?

[Click here for video...](#)



VIA:
Synthesis

Kids voice: Synthesis

[Click here for sound...](#)



‘Britain’s
young
are becoming
increasingly
critical
of the
empire.’

<https://yougov.co.uk/society/articles/51483-british-attitudes-to-the-british-empire>

According to Yougov ‘Britain’s young are becoming increasingly critical of the empire’

Successive governments have not made learning colonial themes compulsory.



Petitions

UK Government and Parliament



This petition was submitted during the 2019-2024 parliament

[View other petitions from this parliament](#)

Petition

Teach Britain's colonial past as part of the UK's compulsory curriculum

Currently, it is not compulsory for primary or secondary school students to be educated on Britain's role in colonisation, or the transatlantic slave trade. We petition the government to make education on topics such as these compulsory, with the ultimate aim of a far more inclusive curriculum.

[More details](#)

This petition is closed

This petition ran for 6 months

268,772 signatures

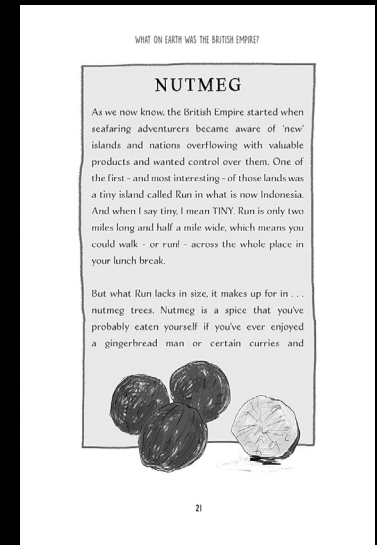
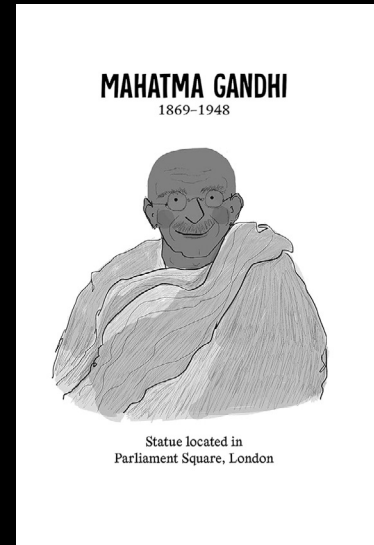
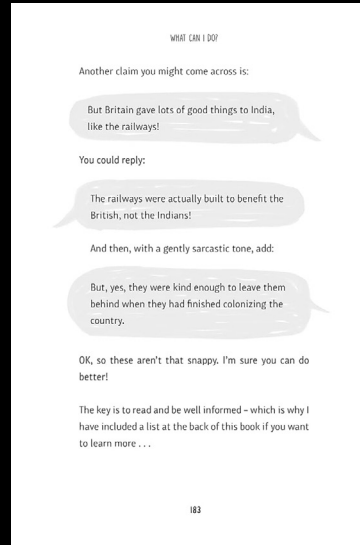
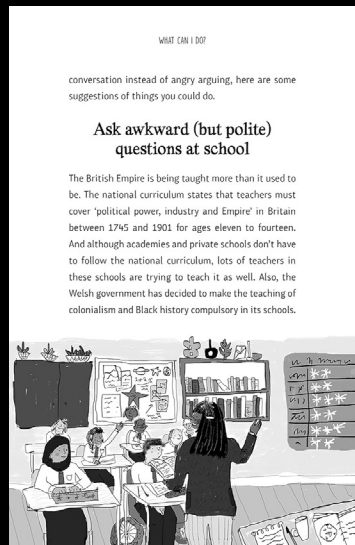
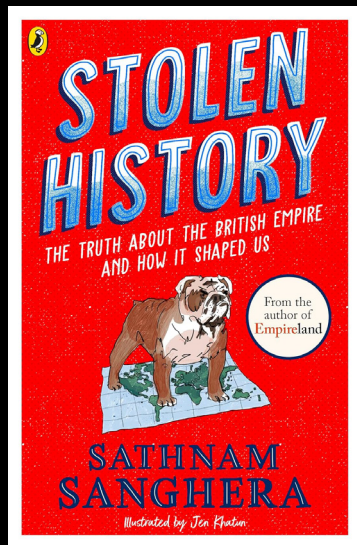
[Show on a map](#)

100,000



Parliament debated this topic

This topic was debated on 28 June 2021



Sanghera, S. (2023) Stolen history: the truth about the British Empire and how it shaped us. 1st edn. London: Penguin Random House UK.

So how DO kids meet empire outside of school?

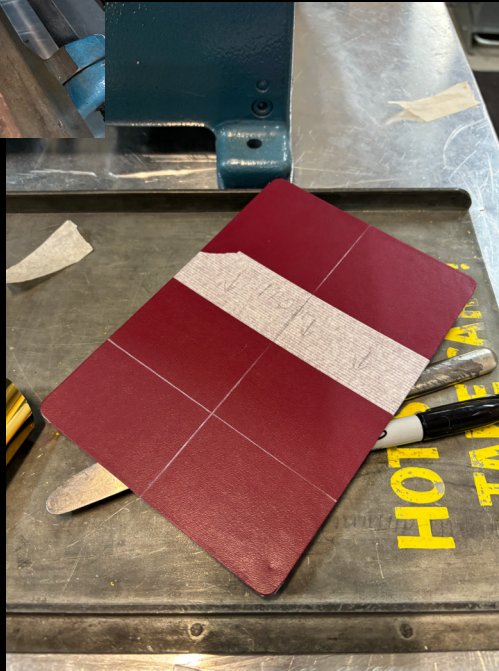
Some kids books foreground lesser-known people, franchises like Horrible Histories use humor across media.

This lead example, Stolen History, does it all. Including everyday objects, how you might speak about it. In fact the glossary was from this source. I learned more from this book about Empire that I did at school or since.

This tells me that distilling knowledge is effective. What practices can I find that boil down, or simplify knowledge for transfer?



PASTPORT



(PLAY) Despite the printer requiring permission from the University, I forged ahead. Made my substrate, I commissioned a metal plate with a subverted design. Helen in Letterpress helped me source an 8 gauge magnesium alloy plate. We heated it, tested it and foiled the cover.

[Click here for video...](#)

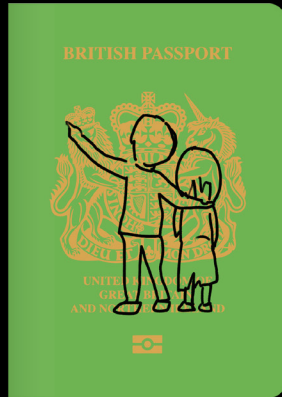
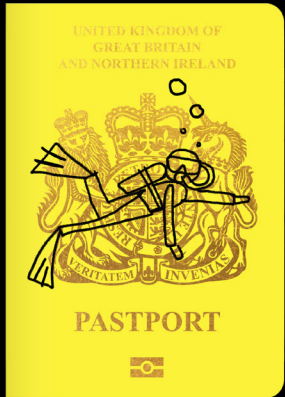


T0:
Projections

Kids voice: 'Projections'

Click here for sound...





TESTING

Chicken House

CHILDRENS
PUBLISHER



What would this look like out in the world?
Could it be published conventionally, or placed around an airport environment?
Could it be a set of travel guides for families to less travelled destinations?

I could test drafts with other parents and their kids, friends who are teachers and I have arranged a session with a Children's Publishing client to evaluate it.

What if I remove colonialism for a moment?

What if I remove colonialism for a moment?

I have a document that's been repurposed to carry new knowledge and encourage reflection.
What about other documents, that at first look familiar and then give new knowledge through
alternative use of form, narrative and where the document is situated.

I also have a distilled message that encourages learning over apathy, through its simplicity.
Can I find references for that?

I need to step back and reflect for Unit 3.

ENQUIRY:

Can parents and children
engage with colonial
legacy together?

Wherever this lands, MY CURRENT QUESTION IS.... (PLAY)

Kids voice: 'Can parents and children engage with colonial legacy together?'

[Click here for sound...](#)



THANK YOU

<https://23045260.myblog.arts.ac.uk/>



Thank you.

Click here for sound...

