

# 从安纳托利亚到黄河 横贯亚洲两端 ——一位土耳其教授的中国行记

## From Anatolia to the Yellow River Across the Two Ends of Asia—A Turkish Professor in China

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## 跨越一洲

我并非为一份工作简单迁居，而是跨越了整片大陆。

当这所英国大学的中国校区邀我前往（中国河北省）保定市教授室内设计，我怀着职业热忱与个人好奇欣然应允。这是我第一次在国外长期生活。过去两年半里，我扮演着多重身份：一位在（中国）华北地区的英国院校任教的土耳其学者。

亚洲作为世界上面积最大的洲，自安纳托利亚至黄河流域，疆域辽阔、地貌繁复。我的行程恰好沿着这片大陆自西向东。最初只是职业调动，而后逐渐沉淀为更深刻的蜕变：我的视角、日常与归属感都在重新建构。

在学术话语中，国际化常被定义为一种战略——关乎合作、排名与院校影响力。而亲身生活其中，才能看见它的人文维度。它需要重新调整预期，适应全新的沟通节奏，协调不同的学术氛围，这不仅需要专业能力，更需要专注与体察。

作为在华英国大学任教的土耳其教授，我身处三重文化的交汇点。交流常在不同文化语境间切换。源于欧洲设计传统的案例，在东亚语境下被重新理解；曾以为普适的观念，也显现出文化局限。在这种多元碰撞中，教学不再是单向灌输，而是动态的交流。

### 一座从前我从未听闻的城市

来中国之前，我从未听说过保定。彼时我生活在伊斯坦布尔——一座承载着帝国与记忆的城市，并不知晓中国北方这座城市的存在。而如今，它在我内心的地理版图中，占据着安静却稳固的位置。

作为当地街区里为数不多的外国人，我走在街上偶尔会像一位意外出现的访客，引来旁人好奇的目光。这些目光大多饱含善意，而非疏离。差

## Crossing a Continent

I did not simply relocate for a position; I crossed a continent.

When the British university campus in China offered me the opportunity to teach interior design in Baoding, I accepted with professional enthusiasm and personal curiosity. It would be my first sustained experience of living abroad. For the past two and a half years, I have inhabited a layered identity: a Turkish academic teaching at a British institution located in northern China.

Asia—the largest continent on Earth—stretches across vast, intricate terrain from Anatolia to the Yellow River. My journey traced that span from west to east.



上海100architects: 走访上海当代设计工作室，让课堂教学与真实空间实践紧密结合，校外的专业交流让教学与研究更具活力

100architects Office, Shanghai: Visiting contemporary design studios in Shanghai allows me to connect studio pedagogy with real-world spatial experimentation. Professional dialogue beyond the classroom enriches teaching and research alike.



天津滨海图书馆：天津滨海图书馆诠释了中国建筑如何在尺度、视觉张力与公共参与之间寻求平衡。对这类空间的观察，强化了空间体验在设计教育中的重要性

Tianjin Binhai Library: The Binhai Library in Tianjin exemplifies how architecture in China negotiates scale, spectacle, and public engagement. Observing such spaces reinforces the importance of spatial experience in design education.

异显而易见，却极少让人感到不适。久而久之，新鲜感渐渐褪去，一切都融入了寻常生活。

语言成为我与这座城市连接的另一座桥梁。中文是我人生中尝试学习的第五种语言。尽管数量繁多的汉字起初令人望而生畏，但我很快便体会到普通话的优雅与实用。我虽尚不能自如读写，却已能应对日常交流。无论是点咖啡、问路，还是在课堂之外与学生交谈，每一次对话都在慢慢消弭陌生与熟悉之间的距离。

最令我意外的并非跨越万里的迁居，而是随之而来的、慢慢生出的亲近感。在欧洲度过寒暑假时，我时常会想念在保定的平淡日常：我在大学

What began as career mobility gradually evolved into something deeper: a reconfiguration of perspective, routine, and belonging.

Internationalisation, in academic discourse, is often framed as a strategy—as a matter of partnerships, rankings, and institutional reach. Living it daily reveals its human dimension. It involves recalibrating expectations, adjusting to new communication rhythms, and negotiating different academic cultures. It demands not only expertise, but attentiveness.

Being a Turkish professor teaching at a British university campus in China situates one at a threefold intersection. Conversations frequently shift across cultural registers. Examples drawn from European design traditions are interpreted within East Asian contexts. Assumptions that once felt universal reveal themselves as culturally situated. In this triangulation, teaching becomes a dynamic negotiation rather than a fixed transmission.

#### [A City I Had Never Heard Of](#)

Before arriving, I had never heard of Baoding. While living in Istanbul—a city layered with empire and memory—I did not know this northern Chinese city existed. Today, however, it occupies a quiet but firm place in my inner geography.

As one of the relatively few foreigners in certain neighbourhoods, I occasionally walk through the streets feeling like an accidental pop star. Curious glances are often accompanied by warmth rather than distance. The difference is visible, yet rarely uncomfortable. Over time, the initial novelty of presence gives way to everyday normality.

Language became another bridge. Chinese is the fifth language I have attempted to learn in my life. Although the vast number of written characters initially felt intimidating, I quickly discovered the elegance and practicality of spoken Mandarin. While I cannot yet read or write with confidence, I can sustain everyday conversations. Each exchange—whether ordering coffee, discussing directions, or speaking with students outside the studio—has gradually reduced the perceived distance between foreignness and familiarity.

的小公寓、烹制地中海菜肴的厨房、楼下等候的电动车，还有午休时默默成为我思考空间的校园长椅。

我渐渐明白，归属感从不会以戏剧性的方式降临，而是在日复一日的点滴中慢慢累积。

### 出行、日常与沉思

初到保定，我骑着传统自行车穿梭城市，后来换成了电动车——这是一次微小却充满象征意义的转变。电动车拓展了我的活动范围，也改变了我对距离的感知。在这个常被贴上“高速变革”标签的国家，出行方式出行方式既关乎实用，也暗含深意。

但在快节奏的生活里，我刻意给自己留了安静的时刻。

傍晚课程结束后，我常骑车前往东湖。沿着湖面缓缓绕行，看光影在水面变幻，再坐下喝杯咖啡，让一天的思绪沉淀。正是这些时刻，教学中的感悟慢慢成型，课程设计与研究方向也逐渐清晰。

中午我总会回到校园同一张长椅。即便在寒冷时节，阳光也如同温暖的陪伴。我坐在那里梳理课程脉络，在脑海中构思论述，或是静静看着学生在楼宇间穿行。这种重复的日常让我内心安稳。中国于我而言，早已不只是工作之地，更是滋养精神、沉淀思想的沃土。

外界对当代中国的叙事总在强调速度与发展，而我的亲身经历，同样重要的是那份刻意放慢的从容。

### 时差与午夜足球赛

身居两大洲之间，时间被重新编排。

给家人打电话，我要等到下午，恰好对应他们的清晨。曾经随性的聊天，如今需要细心协调时间。想看欧洲足球比赛，午夜便成了黄金时段，整

What surprised me most was not the scale of the move, but the gradual intimacy that followed. During winter and summer breaks in Europe, I sometimes catch myself longing for the modest routines of life in Baoding—my small university apartment, the kitchen where I prepare Mediterranean dishes, the electric scooter waiting downstairs, and the campus bench that has quietly become part of my thinking process during lunch breaks.

Belonging, I have learned, rarely announces itself in a dramatic way. It accumulates through repetition.

### Mobility, Ritual, and Reflection

When I first arrived, I navigated Baoding on a traditional



保定校区C5楼：保定的校园环境不只是工作场所，更是我治学思考、沉淀日常的空间

C5 Building, Baoding Campus: The campus environment in Baoding has become more than a workplace; it is a landscape of intellectual formation and daily ritual.



保定博物馆旁的电动车：出行方式改变认知，我的电动车既是代步工具，也是融入新文化的小小象征

My Electric Scooter by Baoding Museum: Mobility shapes perception. My electric scooter has become both a practical tool and a metaphor for navigating new cultural terrains.

座城市大多已沉入梦乡，只有屏幕散发着微光。

地理距离重塑了日常节奏，亲情与牵挂却从未变淡。适应新的时间规律后，我开始同时活在多个时区里——身体扎根东亚，心绪仍牵系着欧洲。距离并未冲淡依恋，反而让这份牵挂更加清晰。

### 课堂：跨越文明的设计

作为一名室内设计教育工作者，专业教室是我最核心的教学场域，也是文化碰撞最为直观鲜活的地方。

从授课之初，学生们谦逊恭敬的态度便给我

bicycle. Later, I transitioned to an electric scooter—a small but symbolic shift. The scooter expanded my exploration radius and altered my perception of distance. In a country frequently associated with rapid transformation, mobility becomes both practical and metaphorical.

Yet alongside this efficiency, I have cultivated deliberate stillness.

In the evenings, after lectures conclude, I often ride to Donghu Lake. I circle the water slowly, observing how light changes across its surface, then sit with a coffee and allow the day to settle. It is in these moments that teaching experiences reorganise themselves into insight. Ideas for future studio briefs take shape; research questions gain clarity.

At midday, I return to the same bench on campus. Even in colder seasons, sunlight becomes a companion. I sit there, reviewing lecture sequences, drafting arguments in my head, or simply observing students moving between buildings. The repetition of this ritual anchors me. China becomes not only a professional environment, but a landscape of intellectual cultivation.

The narrative of modern China often emphasises acceleration. My lived experience has been equally shaped by an intentional pause.

### Time Zones and Midnight Football

Living between continents reorganises the clock.

To call my family, I wait until the afternoon, when their morning begins. Conversations that once occurred spontaneously now require coordination. Likewise, when I wish to follow European football matches, midnight becomes prime time. Screens glow while much of the city sleeps.

Geography reshapes daily rhythm, yet emotional bonds remain intact. In adjusting to new temporal structures, I have come to inhabit multiple time zones simultaneously—physically anchored in East Asia, emotionally connected to Europe. Distance does not dilute attachment; it often clarifies it.

### The Classroom: Designing Across Civilisations

As an interior design educator, my primary laboratory is

留下了深刻印象。他们的专注与自律，让我联想到自己成长历程中的诸多片段。但谦逊绝非被动盲从，在严谨规范的课堂氛围里，我始终鼓励学生大胆质疑、独立思辨、勇于进行学术上的探索与尝试。

近年来，我将人工智能工具融入设计教学实践。其中一项经典练习，是邀请学生借助西方艺术运动的理念框架，重新解读一件中国传统日常物件。“倘若将这件器物置于包豪斯功能主义、超现实主义抽象或解构主义碎片化的视角之下，它会呈现出怎样的空间语言？”

这不是简单的风格模仿，而是学习如何跨文化转译：探索设计形式如何跨越不同文化语境，并被赋予全新的内涵。学生们由此学会，文化遗产不是静止不变的，而是鲜活可塑的。

批判式学习文化同样至关重要。在部分教育体系中，批判带有鲜明的对抗性；而在另一些体系中，则更为温和克制。平衡这些差异，需要足够的同理心与敏感度。久而久之，我见证学生们愈发自信地阐述自己的学术观点，我也不断优化反馈方式，使之更贴合他们的表达习惯。

我愈发深刻地认识到，跨文化教育并非单向的知识输出，而是师生之间共同建构理解、共创认知的过程。

### 城市：行走的空间课堂

我对中国的探索不止于课堂，还融入对城市的观察之中。

在北京，我会安排学生调研商业空间、咖啡馆、博物馆等各类当代室内设计案例，随后亲自实地考察，让教学在城市中自然延续。北京的室内设计往往在厚重的历史底蕴与前沿的创新追求之间寻求平衡，传统纹样与实验材料、数字界面彼此交融、共生共存。

上海则展现出另一种城市气质，它的空间语言兼具国际都市格调与全球对话感。走在商业

the studio. It is there that cultures meet most visibly.

From the outset, I was struck by my students' respectful disposition. Their attentiveness and discipline reminded me of aspects of my own upbringing. Respect, however, does not equate to passivity. Within the structured environment of the studio, I encourage critique, speculation, and intellectual risk.

In recent years, I have integrated artificial intelligence tools into design pedagogy. One recurring exercise invites students to reinterpret a traditional Chinese everyday object through the conceptual framework of a Western art movement. If this object were imagined



与学生在一起：跨文化设计教育贵在交流，专业教室始终是思想跨越文化、碰撞生长的最鲜活场地

With My Students: Cross-cultural design education thrives on dialogue. The studio remains the most dynamic space where ideas travel between traditions.



毕业典礼：学术生涯的价值，不在于一个个学期，而在于共同见证的成长与收获

Graduation Ceremony: Academic life is ultimately measured not in semesters, but in shared milestones and collective achievement.

区，能看到似曾相识的欧洲都市设计手法，却又经过本土化重塑，不是照搬，而是融合创新。

西安最让我心生共鸣。作为丝绸之路的历史起点之一，这座城市承载着文明交流的悠远回响。作为文化脉络可追溯至中亚的土耳其人，我对西安有种莫名的亲近。这里的音乐、风味乃至整体氛围，都隐约诉说着彼此共通的历史轨迹。站在这片土地上，我不禁感叹一种奇妙的呼应：我曾长期生活在伊斯坦布尔，这座城市常被视为丝绸之路的终点之一；如今，我站在丝绸之路的起点之一。那一刻，地理不再是阻隔，而是文明的延

under Bauhaus functionalism, Surrealist abstraction, or Deconstructivist fragmentation, what spatial language might emerge?

The exercise is not stylistic imitation. It is a study in translation—how forms migrate across cultural contexts and acquire new meanings. Students learn to perceive heritage not as static, but as dynamic and transformable.

Equally important is the culture of critique. In some educational traditions, critique is confrontational; in others, it is measured. Navigating these differences requires sensitivity. Over time, I have witnessed students grow more confident in articulating conceptual positions, and I have learned to refine my feedback to align with their communicative expectations.

Cross-cultural pedagogy, I have realised, is not the export of knowledge. It is the co-construction of understanding.

### Cities as Spatial Laboratories

My engagement with China extends beyond the classroom into urban observation.

In Beijing, I ask my students to research contemporary interior design projects—retail spaces, cafés, museums—and then I visit these sites myself. Teaching continues within the city. Beijing's interiors often negotiate between historical gravitas and forward-looking ambition. Traditional motifs coexist with experimental materials and digital interfaces.

Shanghai presents a different urban narrative. Its spatial language frequently feels cosmopolitan and globally conversant. Walking through its commercial districts, I encountered design gestures reminiscent of European metropolitan culture—yet distinctly reinterpreted. It is not imitation; it is synthesis.

Xi'an, however, stirred something more personal. As one of the Silk Road's historical origins, it carries echoes of civilisational exchange. For a Turk—whose cultural lineage traces back to Central Asia—Xi'an felt less distant than anticipated. In its music, its flavours, even its atmosphere, there were subtle reminders of shared trajectories. Standing there, I found myself reflecting on an unexpected symmetry: I had long lived in Istanbul, often regarded as one of the Silk Road's

续。

作为建筑师，我不会以寻访古迹的游客视角感受这些城市，而是对古代经典与当代成果给予同等的关注。回到校园，我与学生分享实拍照片与实地感悟，让建筑从遥远的理论，变成可感知的教学内容。

我还计划在我的公开播客《霍加谈建筑》中，用一期专题讲述中国古今建筑的风貌，深入探讨传统与创新的对话。

### 数字序曲

远在萌生来华生活的念头之前，我便以一种意想不到的方式与中国结缘——一款电脑游戏。

年近四十，我算是一名老派玩家。面向年轻一代的快节奏新游戏我不太适应，更爱重温早年经典，其中便包括雪乐山公司出品的《皇帝：龙之崛起》。

在这款城市建设模拟游戏中，我管理古代城邦、修筑宝塔，还邂逅了女娲、神农、孙悟空等神话人物。当时只将它当作单纯的娱乐，后来才发觉，它早已在不经意间，为我拼凑起中国古代宇宙观与城市意象的碎片。

我从未想过，多年后竟会在这片曾以像素探索的文明里教授设计。或许有些心灵的向往，本就会先于现实降临。

在中国的真实生活，也让这些早年的数字印记，在现实空间里重新落地生根。

### 生活在2050年

欧洲的朋友常常问我，在中国的日常生活究竟是怎样一番景象。我总会半开玩笑地回答：中国，仿佛已经生活在2050年。

无现金交易覆盖了日常的方方面面，二维码几乎完全取代了纸币。在校园里，学生可以通过人脸识别直接领取咖啡；入住学校提供的公寓时，

final destinations. Now, I was walking through one of its points of departure. Geography, in that moment, felt less like separation and more like continuity.

As an architect, I do not experience these cities as a tourist collecting monuments. I pay equal attention to both ancient masterpieces and contemporary achievements. Upon returning to campus, I share photographs and reflections with my students. Architecture becomes lived pedagogy rather than distant theory.

I am also considering dedicating a season of my publicly accessible podcast, Hodja on Architecture, to China's ancient and contemporary architectural landscapes. The dialogue between heritage and innovation deserves sustained exploration.

### A Digital Prelude

Long before I imagined living in China, I encountered it in an unexpected form: through a computer game.

As I approach forty, I must confess that I am an old-school gamer. Contemporary titles, often calibrated to the rapid cognitive tempo of Generation Z, feel unfamiliar to me. I frequently return to classics from earlier decades. Among them is Sierra's Emperor: Rise of the Middle Kingdom.

In that city-building simulation, I managed ancient settlements, constructed pagodas, and encountered mythological figures such as Nuwa, Shennong, and the Monkey King. At the time, it was simply entertainment. Only later did I realise that it had quietly introduced me to fragments of Chinese cosmology and urban imagination.

How could I have known that years later I would be teaching design within the civilisation I once explored through pixels? Perhaps certain intellectual fascinations precede their material realisation.

Living in China allowed those early digital impressions to re-anchor themselves in lived space.

### Living in 2050

Friends in Europe often ask what daily life feels like here. I sometimes joke that China feels as if it is already living in 2050.

我更发现温控系统能与穿戴设备智能同步。

这种变迁充满了历史的反差感：最早发明纸币的文明，如今正成为全球推进无现金社会最积极的国家之一。高度成熟的科技，正以惊人的速度重塑着人们的生活习惯与社会期待。

### 一点地中海式坦白

融入的过程并非全然顺畅。

尽管我真心尝试融入，却始终未能完全适应中国的饮食文化。作为深受地中海风味塑造的人——土耳其、希腊、意大利、西班牙的风味早已刻在我的味觉里，我依然偏爱那些熟悉的味道。

文化融合本就允许在拓展边界的同时，保留自身的习惯与延续。我仍在不断尝试、用心体验，偶尔也会感到水土不服，但始终以轻松与感恩之心面对这一切。

### 不期而至的归属感

出门远行时，我才最真切地体会到保定对我的意义。

在欧洲过寒假，走在那些我曾称之为家乡的城市街头，我时常会想念在中国的平凡日常：我的电动车、被正午阳光晒得温热的校园长椅、东湖边宁静的夜晚。

多年前，我根本不知道世界上有一座叫保定的城市。而如今，一旦离开，我便会感到怅然若失。

归属感从不会轰轰烈烈地到来。它藏在一堂堂课、一次次骑行、一场场AI设计实验、一个个打给家人的午后电话、一场场午夜观看的足球赛里。

我跨越整个大陆来到这里，从未想过有一天会对它心生眷恋。中国早已不只是我任教的地方，更是不断启迪我、滋养我的地方。致我的中国同事、学生和朋友们：谢谢你们，让我不仅能在中国工作，更能在这里思考、教学、成长。

Cashless transactions dominate everyday exchange. QR codes replace banknotes. In university facilities, students obtain coffee through facial recognition systems. Upon moving into the university-provided apartment, I discovered that climate systems were digitally synchronised with wearable devices.

There is a historical irony in this evolution. The civilisation that first introduced paper currency now stands among those most willing to move beyond it. Technological sophistication reshapes expectations and habits with remarkable speed.

### A Mediterranean Confession

Not all adaptations are seamless.

Despite a genuine effort, I have not fully assimilated into Chinese culinary culture. As someone shaped by the Mediterranean palate—shared in different forms by Turks, Greeks, Italians, and Spaniards—I remain deeply attached to certain flavours and textures.

Cultural integration allows continuity alongside expansion. I continue to taste, to experiment, and occasionally to struggle—with humour and gratitude.

### Unexpected Belonging

It is when I travel that I most clearly perceive what Baoding has become for me.

During winter holidays in Europe, walking through cities I once called home, I sometimes find myself missing the modest routines of life in China—the electric scooter, the campus bench warmed by noon sunlight, the quiet evenings beside Donghu Lake.

Years ago, I did not know that a city named Baoding existed. Now, when I am away, its absence registers.

Belonging does not always arrive dramatically. It accumulates between lectures, scooter rides, AI design experiments, afternoon calls home, and midnight football matches.

I crossed a continent to come here. I did not expect that one day, I would miss it. China did not simply become the place where I teach; it has become a place that continues to teach me. To my Chinese colleagues, students, and friends: thank you for allowing me not only to work in China, but to think, teach, and grow within it.