THE INFLUENCE OF EXPERIMENTAL IMAGES ON SUICIDAL

IDEATION AMONG COLLEGE STUDENTS

BY

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Time flies, time flies, two years of graduate students in the blink of an eye.

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Abstract

With the continuous development of society, the expectations for college students are getting higher and higher, which leads to the continuous increase of college students' stress, and then leads to the increase of college students' suicidal ideation and proximal risk. Based on the interpersonal theory of suicide, this paper explores the dynamic change characteristics of belonging frustration, burden perception, despair and suicidal ideation in a short period of time, and examines the predictive effectiveness of belonging frustration, burden perception and despair on suicidal ideation and its changes. The data are studied and analyzed by using ecological instantaneous assessment and anticipatory thinking of suicide results. The combination of experimental imaging technology and art installations in artistic creation can help to achieve the reproduction and expression of the real world and the virtual world. Through the digital processing and editing of experimental imaging technology combined with the application of experimental devices, my creative imagination can be turned into reality, and the all-round presentation and expression of artistic works can be realized. The artistic presentation form of experimental images and art installations allows people to have an intuitive understanding of the problems and pressures currently faced by college students, thereby improving the problem of the increasing suicide rate of college students.

(Total 76 pages)

Keywords: Experimental Images, Art Creation, Suicide Ideation

Student's Signature .... Thesis Advisor's Signature ....

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Chapter 1

Introduction

1.1 Background and Significance of the Problem

The World Health Organization reports that more than 700,000 people die from suicide every year worldwide, with an average of one life lost every 40 seconds. Globally, suicide is the fourth leading cause of death among people aged 15 to 29 (World Health Organization, 2021), and almost all college students are in this age group. In China, suicide deaths account for 47.2% of abnormal deaths among college students, making it the leading cause of death among college students (Yang, 2015). A 2018 survey by Wu Caizhi and others on the suicide rate of college students in my country showed that although the suicide rate of college students in my country is on a downward trend, the risk of suicide is still high (Wu, 2018). Suicidal ideation refers to the idea of passively dying or the idea of actively killing oneself, but without preparatory behavior (Gould, 2007; Oquendo, 2007; Posner, 2007). Both the behavioral framework of suicidal ideation and the interpersonal theory of suicide point out that generating suicidal ideation is the first step in suicidal behavior, and that suicidal ideation is an important condition for individuals to commit suicide (Bryan, 2018; Cukrowicz, 2010; Klonsky, 2018; Saffer, 2018; Van Orden, 2010; Witte, 2010), suicidal ideation can significantly predict the occurrence of suicidal behavior(Fox,2017; Franklin,2017;Ribeiro,2017).A meta-analysis covering 41 studies included and analyzed data from 160,339 Chinese

college students. The results showed that the incidence rate of suicidal ideation among Chinese college students was 1.24% ~ 26.00%, and the overall incidence rate was 10.72% (Lei,2014;Li,2014), this rate is much higher than the incidence of suicide attempts(Sun,2015;Yang,2015;Zhang,2015).Without timely intervention, suicidal ideation may evolve into suicide planning, preparation or rehearsal, or even execution. In order to better carry out intervention work, it is necessary to understand the characteristics of college students' suicidal ideation and carry out targeted intervention work according to their characteristics.

In clinical work, we often focus on the intensity, frequency, and duration of suicidal ideation, and believe that suicidal ideation is stable. However, suicidal ideation fluctuates over time ((De Leo,2007;Wyder,2007).In 1913, Kraepelin and others had noticed that suicidal ideation would change dynamically in a short period of time (Fedor,2017;Kleiman,2017;Turner,2017). Research by Witte et al. confirmed the variability of suicidal ideation. The variability of suicidal ideation can significantly predict previous suicide attempts (Fitzpatrick,2006; Warren,2006;Witte, 2006). The variability of suicidal ideation The taller the individual, the more suicide attempts they have made in the past (Fitzpatrick,2006;Witte,2005).Therefore, understanding the variability of suicidal ideation can help identify the severity of suicide risk. If suicidal ideation is regarded as a stable variable, it will be difficult to understand and capture its dynamic characteristics, and suicide prevention and intervention efforts will also be affected by this.

The interpersonal theory of suicide points out that belonging frustration and perceived burdensomeness are risk factors for suicidal ideation, and both are dynamic cognitive-emotional variables rather than stable traits (Cukrowicz,2010;Van Orden,

2010;Witte,2010).This theory assumes that if an individual feels one of the two proximal variables of belonging frustration or burdensomeness, passive suicidal ideation will occur; if the individual feels both coexistence and the individual feels hopeless about the current interpersonal status, then Produce active suicidal ideation. Beck's despair theory points out that suicidal ideation occurs when an individual feels that the current painful state cannot be changed (Beck,1975;Kovacs,1975;Weissman, 1975).As proximal risk factors for suicidal ideation, frustration at belonging, perceived burdensomeness, and hopelessness have the same dynamic characteristics as suicidal ideation. Understanding the dynamic characteristics of these three proximal risk factors and their relationship with suicidal ideation will help provide clinical guidance. Intervention efforts provide valuable information.

Experimental imaging technology is a technology that uses digital technology to integrate multiple media such as images and sounds to create new art forms. Experimental imaging technology can integrate different media and achieve innovative artistic expression through digital processing technology, thereby creating more colorful works of art.

The birth of experimental imaging technology is the product of the rapid development of digital technology and the vigorous development of multimedia technology. With the continuous advancement and development of digital technology and network technology, experimental imaging technology is increasingly used in contemporary art creation (Li, 2022). Experimental imaging technology can not only integrate different media to create new art forms, but also process and edit artistic works through digital technology to enhance artistic expression. Experimental imaging technology can also realize the reproduction and reconstruction of media through digital

technology, break the limitations of traditional media, and improve artistic expression (Wang, 2022).

Image art is the result of the integration of technology and art, especially the intervention of digital technology, which brings more possibilities to the creative forms of image art and constantly refreshes the way the public experiences it. At the same time, a wide range of interactive design applications also meet people's current psychological experience and expectations of interacting with the virtual world. The main element of guiding the narrative becomes guiding the audience to discover clues through observation in the virtual reality context, and then form a complete narrative. With the development of new technologies and changes in people's aesthetic cognition, video art has gradually expanded its connotation and extension. The article explains the creative methods of image art in the digital era from the aspects of the use of visual symbols, narrative and non-narrative expression structures, the combination of documentary and conceptual, and the use of micro-documentaries, and summarizes the role of image art in leading society in the digital era. The role played by ideology, expanding cultural communication methods, and changing public aesthetic cognition.

Experimental imaging techniques mainly include the following points:

1) Integration of multiple media: Experimental imaging technology can integrate multiple media, such as images, sounds, text, dynamic graphics, etc. The integration of these media can create more colorful artistic expressions, providing artists with Provides more diversified creative means.

2) Digital processing and editing: Experimental imaging technology can make various adjustments and changes to the image through digital processing and

editing, such as color adjustment, editing, acceleration, deceleration, special effects, etc. These technical means can greatly improve the performance of the image. power and innovation, providing artists with a wider range of expression means.

3) Virtual reality technology: Experimental imaging technology can achieve an immersive experience of images through virtual reality technology. The audience can be more deeply immersed in the artistic works, enhancing the artistic expression and viewing experience of the works. This technical means can make works of art more vivid, real and three-dimensional, providing artists with a broader space for imagination.

4) Interactivity: Experimental imaging technology can enhance the interactivity and participation of artistic works through interactive means, such as interactive installations, audience participation, etc. The audience can participate more deeply in the artistic works and enhance the artistic quality of the works. Expression and social impact.

1.2 Research Objectives

Study the techniques and media of experimental video art: Investigate various technologies, media and tools used in experimental video art, including but not limited to digital media, video art, image processing, interactive art, etc.

Analyze the themes and styles of experimental video art: Study the themes, expression techniques, artistic styles and conveyed meanings of experimental video art

works, as well as their connection with contemporary social, cultural and political backgrounds.

Examine the display and dissemination of experimental video art: Investigate the display forms, communication channels and influence of experimental video art in different exhibitions, art festivals, art institutions and online platforms, as well as the interaction methods and reactions with audiences.

Based on the interpersonal theory of suicide, this study explores the dynamic changing characteristics of belonging frustration, perceived burdensomeness, despair, and suicidal ideation in a short period of time, and tests the predictive effectiveness of belonging frustration, perceived burdensomeness, and despair on suicidal ideation and its changes.

Through in-depth research on these investigation objectives, the nature, significance and impact of experimental video art can be more comprehensively understood, providing important reference and guidance for academic research, artistic creation and audience understanding of college student suicide.

1.3 Research Questions

How to define experimental video art:

Experimental video art is an art form with blurred boundaries, strong innovation, and experimentation with new media and technologies. Its core lies in exploring the possibilities of artistic expression and challenging traditional concepts.

What are the themes and meanings in experimental video art works:

The themes of experimental video art works are diverse and may involve personal, social, political, environmental and other levels. Their meanings are usually abstract and ambiguous, requiring the viewer to give them through participation and interpretation.

Research question: How do the techniques and media of experimental video art influence the expression of the work:

Experimental video art expands the possibilities of artistic expression by using advanced digital technology, image processing and interactive media, making the works more innovative and ornamental.

How to display and disseminate experimental video art works:

Through various display methods and communication channels such as various exhibitions, art festivals, and online platforms, experimental video art has expanded the audience's contact range and participation, and promoted the interaction and dialogue between art and society.

What is the impact of experimental video art on contemporary society and culture:

Experimental video art promotes social and cultural change and innovation through criticism, reflection and imagination of the real world, and triggers the

audience's thinking and discussion on issues such as identity, power, technology and so on.

The main causes of college student suicide, the frequency and trend of college student suicide, whether there is a relationship between college student suicide and mental health problems, what is the impact of social factors on college student suicide rate, and what is the impact of college student suicide on individuals, families and society.

1)Mental health problems are positively correlated with the suicide rate of college students: Mental health problems may increase an individual's sensitivity to negative emotions such as depression and anxiety, thereby increasing the risk of suicide.

2)Social pressure factors such as academic pressure, interpersonal problems, etc. will increase the risk of suicide among college students: Social pressure is a common challenge faced by college students. If there is a lack of effective coping mechanisms, it may lead to excessive psychological burden, thereby increasing suicidal tendencies.

3)Suicidal behavior has obvious seasonality and time concentration among college students: academic pressure, psychological pressure and other factors may intensify during certain time periods, such as final exams, academic planning pressure, etc., so during these time periods Suicidal behavior may be more concentrated.

4)There is a correlation between the quality of family environment and family relationships and the suicide rate of college students: The family environment has an important impact on an individual's mental health and behavioral development. Good family relationships may help relieve individual psychological stress and reduce the risk of suicide.

5)The provision of mental health education and mental health services has a positive impact on reducing the suicide rate of college students: Providing mental health education and mental health services can enhance college students' mental health awareness and improve their ability to cope with stress, thereby reducing the occurrence of suicidal behavior.

These research questions and hypotheses can guide researchers to conduct investigations, data analysis and verification in actual research, so as to gain a deeper understanding of the nature, influencing factors and preventive measures of college student suicide. They can also help to further explore the nature, significance and prevention of experimental video art. influence and guide related research and practice to expand to deeper levels and broader fields.

1.4 Research Framework

Studying the relationship between experimental video art and sustainable living can establish the following framework:

1) Definition and theoretical framework:

Define the concepts of experimental video art and sustainable living, including their connotations, characteristics and importance.Explore how experimental video art relates to sustainable development principles, such as resource utilization, environmental protection, social equity, etc.

2)The connection between experimental video art and sustainable life:

Investigate the themes of sustainable living reflected in experimental video art works, such as concern for the natural environment, reflection on consumerism, discussion of social justice and human rights, etc.

Analyze how experimental video art conveys the concepts and values of sustainable life through means of expression, narrative, and other means.

3)Influencing factors and mechanisms:

Research the factors that influence the integration of experimental video art creation and sustainable life concepts, such as artists' personal concepts, social and cultural background, technological development, etc.

Explore the influence mechanism of experimental video art on the audience's attitude and behavior towards sustainable life, such as emotional resonance, cognitive enlightenment, social interaction, etc.

4)Case studies and empirical analysis:

Select representative experimental video art works and projects, analyze their relationship with sustainable life, and explore their actual impact on society, environment and culture.

Combining field investigation and experimental research, explore the effect and effectiveness of experimental video art in the practice of sustainable life.

5)Policy and practice recommendations:

Propose policies and strategies to promote the integration of experimental video art and sustainable life, including measures in art support, education and training, social publicity, etc.

Discuss the application and development prospects of experimental video art in fields such as sustainable living education, community development, and public participation.

Such a research framework can deeply explore the connection between experimental video art and sustainable life, and provide theoretical support and practical guidance for promoting the integration of artistic creation and sustainable development goals.

Chapter 2

Literature Review

2.1 Dynamic changes in suicidal ideation and risk factors among college students

2.1.1 Anticipatory thinking

Prefactual thinking is a mental simulation of "what might happen". Its core is a conditional proposition about the connection between actions and results that may occur in the future, such as "If I take action X, it will lead to result Y." ". This kind of causal connection between behavioral results does not include a belief in whether the behavior will actually occur, that is, the behavior of expected thinking does not necessarily occur, it is just a hypothesis (Epstude, 2016; Reese, 2016; Scholl, 2016). Individuals have the tendency to form anticipatory thinking before making decisions. It is a spontaneous psychological activity (Leibold, 2000; McConnell, 2000; Niedermeier, 2000), and is a precursor to the formation of behavioral intentions (Epstude, 2016; Reese, 2016; Scholl, 2016). Anticipatory thinking based on results forces people to realize the problems that their decisions may cause and the different feelings that different results will bring to them. It will not only affect individual motivation and emotion, but also affect individual decision-making and behavior (Krishnamurthy, 2002; Sivaraman,2002). Compared with upward expectation thinking, downward expectation thinking makes decision-makers more

conservative, and individuals often hesitate to take actions out of worry (Epstude, 2016;Reese,2016;Scholl,2016). Research in the fields of health behavior, substance use, career development and other fields has found that outcome expectations are one of the most reliable predictors of substance experimentation, daily use, abuse and dependence. Positive and negative outcome expectations for smoking influence smoking motivation, and negative outcome expectations Predicts less smoking behavior (Anderson,2006;Pollak,2006;Vidrine,2006).

No studies to date have directly examined individuals with suicidal cognitions regarding their anticipatory thoughts about the outcome of suicide. However, research in recent years has shown that suicide is a planned behavior of an individual, involving conscious processing, and should be considered in the field of normal behavior (Armitage, 2003; Michel, 1997; O'Connor, 2011; O'Connor, 2003; Valach, 1997). In the past, it was believed that the reasons for suicide and their impact on suicidal intention were particularly important when understanding suicidal behavior. Silverman et al. pointed out that in order to determine the existence of suicidal intention, it is often necessary to determine the reasons and rationales for the suicidal action (Bermsn,2007; Silverman, 2007; Sanddal, 2007). Only by distinguishing the reasons and causes of suicide can we clearly know what the individual's inner goal is when he decides to harm himself (Michel, 1997; Valach, 1997). Some researchers have asked suicide attempters to recall how they felt in the moments before the incident and to self-report the motivations that played an important role in their actions, including intrapersonal (e.g., escape, escape from intolerable situations) relief, ending psychological pain) and interpersonal (such as letting others know how desperate you are) (Hawton, 2004; Hjelmeland, 2004; Klonsky, 2013; May, 2013; Saffer, 2016). While most researchers focused on the individual's reasons for committing suicide, Linehan et al. for the first

time explored the suicidal person's reasons for living (i.e., the reasons for not committing suicide) and believed that this was equally important for understanding the change in suicidal behavior (Goldstein,1983;Linehan,1983;Nielsen,1983). Whether it is the motive for suicide or the reason for living, it is often formed based on the expected thinking about the consequences of suicide. It only occurs when the individual has the expected thinking of "if I commit suicide, I will be free/my dream will not be completed." Generate corresponding suicidal motives/reasons for survival. O'Connor's integration model of motivation and will mentions the potential impact of motivational regulatory variables such as future thoughts, goals, and attitudes on suicidal intention (O'Connor,2011). These variables are also closely related to outcome expectation thinking. Qualitative research on the pre-suicide motivation process of people with suicidal ideation and suicide attempters also found that after having suicidal ideation, individuals will further think about the pros and cons of various suicide outcomes as well as life, reality, and the future. This kind of thinking involves both An individual's motivation or reason to commit suicide also includes the individual's consideration not to commit suicide, which is an important part of the formation of suicide decision-making (Yang, 2021). The individual's thinking about these contents is carried out in the form of outcome expectation thinking. It occurs before the formation of suicidal intention, that is, the individual may or may not commit suicide. It is still in the weighing stage. It is a kind of thinking based on the outcome of suicide. causal beliefs. In order to distinguish it from other similar concepts and highlight the meaning of "result", this study intends to use the term suicidal outcome anticipatory thinking and define it as: an individual's conditional assumptions about the relationship between suicidal behavior and outcomes that may occur in the future, expressed in In the form of "If I commit suicide, it will lead to a certain result."

In view of the impact of anticipatory thinking on behavioral intentions and behaviors (Epstude, 2016; Reese, 2016; Scholl,2016), anticipatory thinking about suicide outcomes may also be of great significance to the occurrence of individual suicidal behavior. In the past, in the field of suicide research, reasons for suicide or reasons for living were mostly examined separately, which limited the explanatory power of suicidal intentions and behaviors. There is currently no measurement tool that integrates the two from the perspective of outcome expectations. Therefore, this study draws on health behaviors, Research ideas in the field of substance use (Anderson,2006;Macpherson,2003;McCarthy,2003;Myers's,2003;Pollak,2006;Vidrine, 2006),compiled The Suicide Outcomes Scale for Undergraduates with Suicidal Ideation (SOSUSI) is used to measure college students' expected thinking about suicide outcomes when they have suicidal ideation, in order to provide a reliable measurement for future related research. tool.

有自杀意念大学生自杀结果预期思考量表

想到自杀你考虑了下面哪些可能的结果？根据你觉得各种结果发生的可能性，选择符合你当时想法的选项 〔0（完全不可能）～9（完全可能）10级评分〕。请注意，这些考虑是你当时自发想到的，而非从别处阅读了解或他人告诉你的可能反应 "如果我自杀，那么将会……"

1 我就能解脱了。	21 室友或现场的人会感到害怕。
2 我就什么事都做不了了。	22 我就不用再这么痛苦了。
3 我的问题就能得到解决。	23 我就不用这么累了。
4 我就可以结束没有意义的生活了。	24 能让某些人得到教训或惩罚。
5 会给家里带来家丑。	25 事情就不会越来越糟了。
6 将彻底断了自己的后路，失去了可能的转机。	26 我会被人说三道四，成为别人的话题。
7 处理后事会给身边人带来麻烦。	27 我会下地狱或受到某种惩罚。
8 会留下亲人、伴侣无人照顾。	28 我的梦想或抱负就无法完成了。
9 我就能避免未来可能会遇到的问题。	29 我就不用做我不喜欢的事情了。
10 我就会失去所有东西，变得一无所有。	30 我会使周围人受到指责或牵连。
11 会对家人、朋友造成很大的伤害，令他们痛苦。	31 我就再也见不到我在乎的人了。
12 我就可以重头再来。	32 我就能停止思考了。
13 将再也无法知道世界会发生什么了。	33 会对身边人造成不好的影响。
14 别人会对我有不好的看法。	34 我就不用再面对一些不想面对的事了。
15 我将能了解死后的世界。	35 我没做完的事就会这样搁置，成为永远的遗憾。
16 我就可以将青春定格，永远年轻。	36 我就能见到过世的亲人/想见的人了。
17 别人就能理解我到底有多么痛苦和绝望了。	37 如果没死变成残疾，会比现在更痛苦。
18 我将再也无法体验余下的人生了。	38 我身边的人会好过一些。
19 我会被人耻笑或责骂。	39 我就不用面对这个讨厌的自己了。
20 家人会得到一些经济赔偿。	

Figure 2.1 Suicide Outcome Anticipation Thinking Scale for college students with Suicidal ideation

2.1.2 Ecological instant assessment

Ecological momentary assessment (EMA) refers to repeated assessment and collection of real-time data of research subjects. The data contains the behaviors and experiences of the research subjects at that time, and the assessment is conducted in the natural environment (Hufford,2008;Shiffman,2008;Stone,2008), requiring subjects to report their current feelings, effectively avoids the impact of subjects' memory bias in retrospective studies. Repeated, high-frequency assessments can effectively capture the changing process of each variable to further understand its mechanism of action. Research shows that this high frequency of suicide assessment does not increase an individual's risk of suicide (Arnold,2015;Furr,2015;Law,2015). Therefore, many researchers have been inspired to use EMA to capture the dynamic changes of suicidal ideation and various risk factors, and to explore the relationship between them. Kleiman et al. conducted studies using EMA among adults who had committed suicidal behavior (within one year) and among psychiatric inpatients. The results showed that hopelessness, frustration of belonging, and perceptions of burdensomeness have the same dynamic characteristics as suicidal ideation, and, These three risk factors have a significant positive predictive effect on suicidal ideation at the next moment(De Leo,2007;Wyder,2007).Czyz et al. used EMA to study adolescents (13-17 years old) who had attempted suicide within one month. The assessment lasted for 28 days and the frequency was once a day. The results showed that hopelessness, belonging frustration and perceived burdensomeness were highly related to suicidal ideation on the day, but their predictive effect on suicidal ideation the next day was not significant (Arango,2019;Czyz,2019;Horwitz, 2019).Hallensleben et al. divided suicidal ideation into active suicidal ideation and passive suicidal ideation. They also used EMA to study inpatients with depression.

The study period was 6 days and the assessment frequency was 10 times a day. Research results show that perceptions of hopelessness and burdensomeness have a significant predictive effect on changes in suicidal ideation, and the interaction between perceptions of burdensomeness and frustration of belonging has a significant predictive effect on changes in active suicidal ideation(Forkmann,2019;Hallensleben, 2019;Glasemer,2019).Kyron et al. also conducted a study using EMA in psychiatric inpatients. The results showed that frustration at belonging and perceived burdensomeness were significantly positively correlated with suicidal ideation the next day(Hooke,2018;Kyron,2018;Page,2018).

2.1.3 Conclision

At present, the number of studies on suicidal ideation and its risk factors is limited. Moreover, in the existing studies, the relationship between belonging frustration, perceived burdensomeness and hopelessness and suicidal ideation and the role of these three risk factors in predicting changes in suicidal ideation are inconsistent. Moreover, most of the samples in previous studies were inpatients or outpatients, and there is a lack of research using college students as samples. This study intends to use EMA to explore in a sample of college students: 1) the dynamic change characteristics of belonging frustration, burdensomeness perception and despair in a short period of time; 2) the predictive effectiveness of belonging frustration, burdensomeness perception and despair on suicidal ideation and its changes.

"Anticipatory thinking" and "ecological momentary assessment" are two different methods that can be used to study college student suicide, but they will draw conclusions from different perspectives.

Anticipatory thinking refers to evaluating and predicting the likelihood and impact of a certain behavior by imagining possible outcomes in different situations. When studying college student suicide, anticipatory thinking can consider the following factors:

Study potential triggers for college student suicide, such as academic stress, relationship problems, mental health issues, etc., and how these factors may influence college students' suicidal intentions and behaviors.

Analyze the expected effects of different interventions on college student suicide rates, such as mental health support services, social support systems, preventive education, etc., and how these interventions may reduce suicide risk.

Ecological momentary assessment refers to the rapid assessment of a specific event or behavior in a real-world environment to understand its local conditions and impacts at that time. When studying college student suicide, ecological moment assessment may include:

Field investigation of the occurrence and background factors of suicidal behavior on university campuses, including location, time, social environment, etc., in order to gain a deeper understanding of the factors behind suicide incidents.

Evaluate the effectiveness and reach of existing suicide prevention measures and support services on campus, as well as potential room for and need for improvement.

Through anticipatory thinking and ecological momentary assessment, the problem of college student suicide can be understood from different angles and methods, and corresponding prevention and intervention measures can be proposed. For example, through anticipatory thinking, we can predict which factors may increase the risk of suicide and develop corresponding prevention strategies; through ecological momentary assessment, we can understand the specific situation of suicide events in the campus environment, so as to carry out targeted intervention and support.
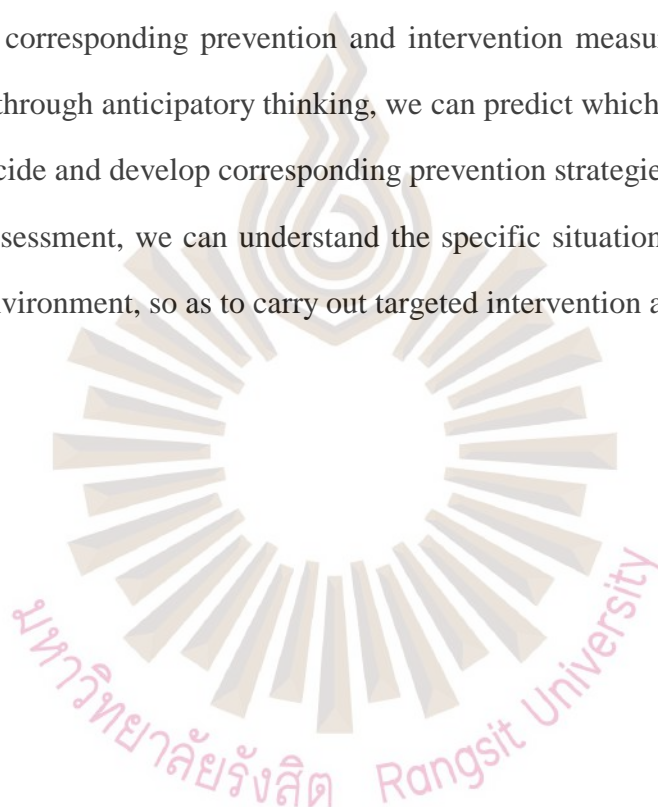
2.2 Search Methodology

2.2.1 A survey of specific methods and data for anticipatory thinking

College students from 18 universities in 6 regions across the country (Central China, Southwest China, East China, North China, Northwest China, and South China) were selected for the test. According to the sample size calculation method, the sample size required for confirmatory factor analysis should be more than 5 times the number of items, and the minimum total sample size is more than 10 times the number of items (Michael,2011).

According to previous studies, although there are limitations in measuring suicidal behavior through self-report methods, subjects are more willing to report such sensitive information when tested online(Glenn,2017;Slama,2017;Werntz, 2017).Therefore, through the Questionnaire Star platform, teachers from mental health centers in various universities will send electronic questionnaire links to students through psychological committee members. Students can choose to complete the questionnaire independently at a suitable time and place on the premise of voluntarily answering. Participants responded anonymously, and the questionnaire was equipped with filling scales and question skipping links. Participants who had no suicidal thoughts did not need to answer suicide-related items. At the end of the questionnaire, the subjects were provided with psychological help resource information, the national crisis intervention telephone number and the researcher's contact email, and were asked about their current desire to harm themselves/others and their desire to die, as part of controlling current risks (Glenn,2017;Slama,2017;Werntz,2017). All questionnaires will be screened for risk by the researcher within 1 hour after they are collected, and

subjects who are at current risk will be given feedback to teachers at the mental health center of the school (such subjects were not screened out in this study). A total of 3,814 questionnaires were distributed, excluding random answers (answers that took less than 300 s and answers with too high consistency), missing data of more than 20% in a single questionnaire, and Marlowe-Crowne Social Desirability Scale (Crowne,1999;Marlowe,1999) with a score >5 points, there are a total of 3,744 valid questionnaires. Use item 1 "In the past year, how many times have you thought about suicide?" and item 2 "In your past life, how many times have you actually committed suicide?" (Holmberg,2007;Nock,2007;Photos,2007)were screened, and 607 people with suicidal ideation in the past year were screened as research subjects, of whom 457 had only suicidal ideation (item 1 score > 0 points, item 2 score = 0 points), 150 people had both suicidal ideation and attempted suicide (scores for both items were >0 points). The sample was randomly divided into half, and half (n = 317) were used for item analysis and exploratory factor analysis [82 males and 235 females; 246 people with suicidal ideation and 71 attempted suicide; aged 15 to 29 years old, average age (19. 6 ± 2. 0) years old], the other half (n = 290) were used for confirmatory factor analysis [70 males, 220 females; 211 people with suicidal ideation, 79 people who attempted suicide; aged 15 ~ 27 years old, mean age (19. 5 ± 2. 0) years]. In addition, 510 individuals were conveniently selected from the total sample (n =607) for criterion instrument measurement.

Semi-structured interviews and qualitative analysis were conducted on college students with suicidal ideation and suicide attempts, and it was confirmed that both of them had anticipatory thinking about the outcome of suicide when experiencing suicidal thoughts (Ying, 2021). Based on the empirical results obtained from interviews, combined with research results in the fields of suicide motives/reasons and

reasons for living(Goodstein,1983;Hawton,2004;Hjelmeland,2004;Holden,1997;Holden,1998;Holden,2000;Johns,1997;Kerr,1998;Klonsky,2016;Klonsky,2013;Linehan,1983;May,2016;May,2013;McLeod,2000;Mendonca,1998;Nielsen,1983;Saffer,2016),as well as the results expected in other areas of health behavior Research results (Myers,2003;McCarthy,2003;Macpherson,2003), after expert consultation and discussion, proposed a structure and index system for anticipatory thinking on suicide outcomes. That is, the suicide outcome expectations of college students with suicidal ideation can be classified into four aspects: 1. The negative reinforcement of suicide refers to the individual's expectation that suicide can eliminate some negative feelings or problems, such as relieving pain and solving problems; 2. The negative consequences of suicide refer to The individual expects that suicide may bring about negative consequences, such as harm to others, bad social evaluation, going to hell or being punished; 3. The positive reinforcement of suicide refers to the individual's expectation that suicide may bring about some positive results, or the interpersonal impact on others (such as punishing others), and even think that suicide will bring some new opportunities; 4. The loss of suicide refers to the individual's expectation that committing suicide will lose important things in life, lose the future, or lose potential opportunities, and become "nothing." It should be noted that since anticipatory thinking does not require the actual occurrence of behavior, the above-mentioned "negative reinforcement" and "positive reinforcement" are only an expected effect of the individual.

Due to the particularity and ethical considerations of suicide research, this recall-type assessment method is more common in suicide research. For example, the measurement of suicide-related thoughts in the Suicide Rumination Scale (SRS) requires subjects to pass recall. Answer in the following manner (Houtsma, 2022;Law, 2022;Rogers,2022).In order to reduce the impact of multiple exposures on the subjects,

the conditional word "suicide" for each outcome expectation was separately proposed as a general question "If I commit suicide, then...", and each item was retained only "Result" expressions, such as "My problem will be solved." In terms of response style, research in the field of outcome expectations has found that likelihood ratings are more predictive of behavior than acceptance ratings. Therefore, a 10-point "possibility" rating was used based on previous research [0(completely unlikely)~9 (completely impossible) Possible)](Myers,2003;McCarthy,2003;Macpherson,2003), the higher the score, the more likely the subject expects the suicide outcome to occur.

Statistical methods

SPSS 21.0 was used to randomly divide the subject data of the total sample into half. Half of the data was a prediction sample (n = 317) for item analysis and exploratory factor analysis. The other half of the data was a formal sample (n = 290). Confirmatory factor analysis. The total sample and the extracted data of 510 people were used to conduct internal consistency reliability test and criterion-related validity test respectively. Confirmatory factor analysis was performed using Lisrel 8.80. An independent samples Mann-Whitney U test was used to compare scores between suicide ideators and suicide attempters.

表 1　预测量表的探索性因子分析结果（ $n = 317$ ）

因子	条目数	负荷范围	方差贡献率(%)	累积方差贡献率(%)
自杀的负强化	11	0.45~0.87	24.04	24.04
自杀的负面结果	10	0.48~0.78	15.68	39.72
自杀的损失	9	0.51~0.70	5.94	45.66
自杀的正强化	8	0.45~0.68	4.45	50.10

Figure 2.2　Survey of specific methods and data for ecological momentary assessment

Objectives and methods

This study used convenience sampling to recruit visitors who were receiving psychological counseling from various university mental health centers in Tianjin as subjects. The inclusion criteria for subjects were: 1) Suicidal ideation within the past month; 2) Normal cognitive level; 3) Over 18 years old. A total of 35 people who were interested in participating in the study were recruited, and 3 of them were not invited to participate in the study because they did not meet the inclusion criteria of the study. Among the 32 subjects who met the inclusion criteria, one subject dropped out of the study midway, leaving 31 valid subjects in the end. The average age of the subjects was 19.83 years old (SD=1.86 years old, range 19-26 years old). The demographic information of the participants is shown in Figure 2.2.

Before the official test is administered, in order to confirm that the subjects meet the inclusion criteria of the study, the subjects must participate in an interview of about 5 minutes. The interview tool is the Chinese version of the Mini-International Neuropsychiatric Interview (MINI). At the same time, the research content was introduced to the subjects and basic information was collected. EMA was conducted the day after the interviews. This study adopted a mixed sampling method. During the study period, assessments were conducted 5 times/day between 8 a.m. and 23 p.m., with each time period lasting 3 hours. The experimenter initiated a response prompt to the subject in each time period, and the time interval between two response prompts was not less than half an hour. Subjects need to complete the questionnaire within 20 minutes after receiving the prompt. If the subject fails to fill in the questionnaire, they can skip the current session and the data for that session will be recorded as lost. At

the same time, if the subject has suicidal ideation at any time, he or she can actively fill in the questionnaire. The process lasts 7 days.

表 1	被试人口统计学信息		
特征	类别	人数	百分比
性别	男	8	25.81%
	女	23	74.19%
自杀尝试	无	9	29.03%
	1次	5	16.13%
	2次	14	45.16%
	2次以上	3	9.68%
用药史	无	17	54.84%
	正在服用	9	29.03%
	曾经服用过	5	16.13%
所在地区	城市	24	77.42%
	农村	7	22.58%
民族	汉族	28	90.32%
	其他	3	9.68%
教育程度	本科	29	93.54%
	硕士	1	3.23%
	博士	1	3.23%
诊断	无	17	54.84%
	抑郁症	4	12.90%
	焦虑症	3	9.68%
	强迫症	1	3.23%
	双相情感障碍	5	16.13%
	进食障碍	1	3.23%

Figure 2.3 Demographic information of the participants

Measuring tools

Suicidal ideation The Colombian Suicide Assessment Classification Code divides suicidal ideation into active suicidal ideation and passive suicidal ideation(Gould,2007;Oquendo,2007;Posner,2007).Based on this definition, this study

used Item 4 and Item 5 of the Beck Suicidal Ideation Inventory Chinese version (BSI-CV) to measure subjects' suicidal ideation (Fei,2010;Li,2010;Tong,2010). According to research needs, change "last week" in the two entries to "at this moment".

The interpersonal variables attribution frustration and perceived burdensomeness were measured using the items used in the study by Hallensleben et al. (Forkmann,2019;Glaesmer,2019;Hallensleben,2019).The items measuring belonging frustration are: 1) At this moment, I feel lonely. 2) At this moment, I feel like I don't belong. The items measuring the perception of burdensomeness are: 1) At this moment, I feel that I am useless. 2) At this moment, I feel that I am a burden to others. The above items all have good reliability and validity and are reliable tools that can be used in EMA research (Forkmann,2018;Rath,2018;Spangenberg,2018) .

result

A total of 1093 questionnaires were completed by 31 subjects during the seven-day experimental period. After excluding 57 questionnaires with complete missing data and 4 questionnaires with partial missing data, 1032 valid questionnaire data could be included in the analysis.

discuss

This study used EMA to conduct multiple repeated measurements over a 7-day period on college students at risk of suicide. The results of the study found that college students' suicidal ideation differed greatly within a short period of time, and that

frustration at belonging, perceived burdensomeness, and despair levels also varied within a short period of time. Large differences, there are also fluctuations. The dynamic changes of these four variables throughout the day do not show regularity. Hopelessness and frustration of belonging have a significant predictive effect on the level of suicidal ideation at the next moment. After taking suicidal ideation at the previous moment as a control variable, only frustration of belonging is significantly positively correlated with changes in suicidal ideation. Hopelessness and perceived burdensomeness cannot effectively predict suicide. Short-term changes in thoughts. The results of this study show that college students' suicidal ideation and its risk factors change dynamically in a short period of time (3-6 hours). In this study, the intra-individual variation in suicidal ideation accounted for 43%, which is similar to the results of Kleiman et al.'s study on people who had attempted suicide and Czyz et al.'s study on adolescents who had been hospitalized (discharged) due to suicide risk (are greater than 40%). This shows that these risk factors can change significantly within a few hours. Frustration of belonging, perceived burdensomeness and despair are also dynamic, which has been confirmed by many studies (Czyz,2021;Fedor,2017;Forkmann,2019;Glaesmer,2019;Hallensleben,2019;King,2021 ;Kleiman,2017;Turner,2017;Yap,2002).The above conclusion provides new enlightenment for suicide prevention and intervention work: in clinical work, clinical decisions should not be made based solely on a single measurement data, but should be measured and evaluated multiple times, paying attention to suicidal ideation and its risk factors. dynamic changes and designing appropriate interventions.

This study found that higher levels of hopelessness, perceived burdensomeness, and frustration with belonging co-occurred with higher levels of suicidal ideation, indicating that frustration with belonging, perceptions of

burdensomeness, and despair can effectively identify the occurrence of suicidal ideation. This result supports the interpersonal theory of suicide and previous cross-sectional research results (Cero,2015;O'Connor,2018;Portzky,2018;Witte, 2015;Zuromski,2015), which is also consistent with the longitudinal study results of Kleiman, Hallensleben, Rath and Czyz et al. But among predictive models, research results are different. In this study, hopelessness and frustration of belonging significantly predicted suicidal ideation at the next moment. In Kleiman et al.'s study on non-clinical samples, perceived burdensomeness and hopelessness significantly predicted suicidal ideation at the next moment (Fedor,2017;Kleiman,2017;Turner,2017), in the study of Wu Yu et al. on a sample of inpatients, only despair can significantly predict suicidal ideation at the next moment (Wu,2022;Yang , 2022). In this study, after controlling for suicidal ideation at the last moment, only attribution frustration significantly predicted changes in suicidal ideation, which provides clinical value for precise intervention. When an individual's level of belonging frustration is high, the level of suicidal ideation may increase in a short period of time, and corresponding intervention measures should be taken in a timely manner. In the studies by Kleiman et al. and Wu Yu et al., none of the three risk factors could effectively predict changes in suicidal ideation. In the study of Hallensleben et al., perceptions of hopelessness and burdensomeness significantly predicted passive suicidal ideation at the next moment, and perceptions of burdensomeness and its interaction with frustration of belonging significantly predicted changes in active suicidal ideation (Czyz,2021;Fedor,2017;Forkmann,2019;Glaesmer,2019;Hallensleben,2019;King,2021 ;Kleiman,2017;Turner,2017;Yap,2021).The above research results show that hopelessness, perceived burdensomeness and frustration of belonging can effectively identify an individual's current suicidal ideation, but they have different effectiveness

in predicting suicidal ideation. This suggests that differences in time intervals may be one of the reasons why each variable has different predictive effects on suicidal ideation. In the future, it is necessary to further explore the predictive effect of each variable on suicidal ideation and its changes at different time intervals.

In this study, frustration with belonging was not only a proximal risk variable for suicidal ideation, but also an effective factor in predicting short-term changes in suicidal ideation. In addition to sample differences and different time intervals selected in each study, the reasons for the different research results may also be related to the environment, life events, etc. In addition, differences in measurement tools across studies may also be one of the reasons for the differences in study results.

This study also has certain limitations. First of all, due to limitations such as experimental time, the number of subjects recruited in this study was limited, and there may be insufficient power to detect the effect. Therefore, future attempts can be made to explore and test it in a larger range of samples. Secondly, the length of the time interval selected for the study is also worth noting. This study selected a time interval of 3 to 6 hours. In the future, shortening the time interval can be considered to capture the changes in suicidal ideation with a finer time granularity. Furthermore, studies have confirmed that the interaction between perceived burdensomeness and frustration of belonging can predict changes in active suicidal ideation (Forkmann,2019;Glaesmer,2019;Hallensleben,2019).The variables can be further explored in the future. Interaction in predicting suicidal ideation. In addition, the current exploration of suicidal ideation mainly focuses on psychological variables related to emotions and suicidal ideation. In the future, physiological indicators can be further combined to explore suicidal ideation and its changes.

2.2.3 Conclusion

Using both anticipatory thinking and ecological momentary assessment at the same time has the following advantages when studying college student suicide:

1)Comprehensive understanding: Anticipatory thinking and ecological momentary assessment consider issues from different angles and methods and can provide a more comprehensive and integrated understanding. Anticipatory thinking can help understand potential suicide risk factors and the expected effects of interventions, while ecological momentary assessment can understand the occurrence and impact of suicidal behavior in specific settings.

2)Timeliness and practicality: Ecological instant assessment can provide timely, on-site information, helping researchers and decision-makers to quickly understand the status and needs of the problem, so as to take timely and effective measures. Anticipatory thinking can provide long-term, comprehensive considerations when designing and planning prevention strategies, making measures more comprehensive and sustainable.

3)Targeted intervention: Through the combination of anticipatory thinking and ecological momentary assessment, suicide risk factors and intervention needs can be more accurately identified, and targeted intervention measures can be formulated. Anticipatory thinking can help design long-term effective prevention strategies, while ecological momentary assessment can flexibly adjust and improve based on actual conditions in specific circumstances.

4)Data validation: By combining anticipatory thinking and ecological moment assessment, the reliability and validity of the data can be mutually verified and supplemented. The suicide risk factors and intervention effects predicted by anticipatory thinking can be verified in the ecological moment assessment, and the field data provided by the ecological moment assessment can also be used to revise and improve the hypotheses and models of anticipatory thinking.

In summary, the simultaneous use of anticipatory thinking and ecological moment assessment can provide more comprehensive, timely, and targeted research and intervention programs, helping to more effectively understand and respond to the problem of college student suicide.

2.3 An exploration of experimental images

2.3.1 Overview of Experimental Imaging Technology

Definition of Experimental Imaging Technology

The application of experimental imaging technology in artistic creation can help artists reproduce and express the real world and the virtual world. Through digital processing and editing of experimental imaging technology, artists can turn their creative imagination into reality and achieve all-round presentation and expression of artistic works. For example, through experimental imaging technology, real elements such as natural landscapes and human figures can be combined with virtual elements to achieve artistic expression of nature and humanity.

Characteristics and advantages of experimental imaging technology

Experimental imaging technology has the following characteristics and advantages: 1) Multi-media fusion: Experimental imaging technology can integrate multiple media such as images, sounds, text, etc. to create new art forms and expressions. Compared with traditional single media, experimental imaging technology can express the artist's ideas and emotions in a richer and more diverse way. 2) Digital processing: Experimental imaging technology processes and edits media such as images and sounds through digital processing technology, which can enhance the expressiveness and innovation of artistic works, while also improving production efficiency and reducing production costs. 3) Innovative expression: Experimental imaging technology is different from traditional artistic expression methods and has higher innovation and expressive power. Through experimental imaging technology, interactive, real-time and multi-dimensional display of artworks can be achieved, further enhancing the viewing experience of artworks. 4) Scalability: Experimental imaging technology can be combined with other technologies, such as virtual reality technology, artificial intelligence technology, etc., to further expand the field and boundaries of artistic creation (Ren, 2022).

2.3.2 The impact of experimental imaging technology on artistic creation

Impact on traditional art creation methods

Specifically, the impact of experimental imaging technology on traditional artistic creation methods is mainly reflected in the following aspects:

1) Diversification of media: Traditional artistic creation usually only involves a single medium, such as oil painting, watercolor, etc. Experimental imaging technology can integrate multiple media, such as images, sounds, text, etc., to create more colorful artistic expressions.

2) Changes in creation methods: Traditional artistic creation is usually made by hand or through traditional media, while experimental imaging technology is created and edited through digital technology. Artists can process and edit multiple media such as images and sounds through digital technology, thereby enhancing artistic expression and innovation.

3) Changes in viewing experience: Traditional art works are usually static, and artistic experience can only be obtained through observation. Experimental imaging technology can realize interactivity, real-time and multi-dimensional display of artworks, thereby further enhancing the viewing experience of artworks.

New requirements for artistic creation

The emergence of experimental imaging technology not only brings new ways of artistic expression, but also puts forward new requirements for artistic creation. The new requirements of experimental imaging technology for artistic creation mainly include the following points:

1) Technical level requirements: Experimental imaging technology requires artists to have certain knowledge and skills in digital technology and multimedia technology in order to be able to integrate and process multiple media

such as images and sounds. Therefore, artists need to constantly improve their technical level to better apply experimental imaging technology in their creations.

2) Requirements for innovative thinking: Experimental imaging technology is highly innovative and expressive, so artists need to have innovative thinking to cope with the challenges brought by experimental imaging technology. Artists need to constantly explore and try to create more unique and novel works of art.

3) Requirements for multi-media integration: Experimental imaging technology can integrate multiple media, so artists need to have the ability to integrate different media to achieve more colorful artistic expressions. Artists need to seamlessly connect between different media to create more complete and meaningful works of art.

4) Interactivity and real-timeness of artworks: Experimental imaging technology can realize interactivity and real-timeness of artworks. Therefore, artists need to consider how to achieve interaction and communication between artworks and audiences through experimental imaging technology to enhance artworks. viewing experience.

5) Sociality and interactivity of artistic works: Experimental imaging technology can spread artistic works to a wider social group through digital technology, and can also realize the joint creation of artistic works through digital technology. Therefore, artists need to consider how to achieve sociality and

interactivity in artworks through experimental imaging technology to better communicate with audiences.

6) Innovation and diversity of artistic works: Experimental imaging technology is highly innovative and expressive, so artists need to achieve higher artistic innovation and diversity through experimental imaging technology. Artists need to constantly look for new ways of artistic expression and innovative creative ideas to create more unique and meaningful works of art.

Improvement of artistic expression

The improvement of artistic expression by experimental imaging technology is mainly reflected in the following aspects:

1) Realization of digital processing and editing: Experimental imaging technology can make various adjustments and changes to the image through digital processing and editing, such as color adjustment, editing, acceleration, deceleration, special effects, etc. These technical means can greatly improve the image expressiveness and innovation.

2) Integration of multiple media: Experimental imaging technology can integrate different media, such as images, sounds, text, dynamic graphics, etc. The integration of these media can create more colorful artistic expressions and enhance the quality of the work. Expressive and creative.

3) Free creation of artists: Experimental imaging technology allows artists to freely process and create images. Artists can freely create and express images

through digital technology, without being restricted by traditional media technology, and can achieve more diversification. , more personalized artistic expression.

4) Audience's immersive experience: Experimental imaging technology can achieve an immersive experience of images through digital technology, such as virtual reality technology, panoramic shooting technology, etc. The audience can be more deeply immersed in the artistic works and enhance the artistic expression of the works. power and viewing experience.

The inspiration of experimental imaging technology to artistic creation

The inspiration of experimental imaging technology to artistic creation mainly includes the following points:

1) Integration of multiple media: Experimental imaging technology can integrate multiple media, such as images, sounds, text, dynamic graphics, etc. The integration of these media can create more colorful artistic expressions, providing artists with Provides more diversified creative means.

2) Digital processing and editing: Experimental imaging technology can make various adjustments and changes to the image through digital processing and editing, such as color adjustment, editing, acceleration, deceleration, special effects, etc. These technical means can greatly improve the performance of the image. power and innovation, providing artists with a wider range of expression means.

3) Virtual reality technology:Experimental imaging technology can Technology enables an immersive experience of images, allowing viewers to be more

deeply immersed in artworks, enhancing the artistic expression and viewing experience of the works. This technical means can make works of art more vivid, real, and three-dimensional, providing artists with a broader space for imagination.

4) Interactivity: Experimental imaging technology can enhance the interactivity and interactivity of artistic works through interactive means, such as interactive installations, audience participation, etc.

Participation, the audience can participate more deeply in the artistic work, enhancing the artistic expression and social influence of the work.

The inspiration of innovative thinking in experimental imaging technology to artistic creation

1) Exploring unknown areas: The innovative thinking of experimental imaging technology requires artists to have the courage to explore unknown areas and try new technical means.and expression methods to achieve more unique and new artistic expressions.

2) Break through traditional boundaries: The innovative thinking of experimental imaging technology requires artists to break through traditional boundaries, integrate and innovate different media, and achieve cross-border integration and creative development of artistic works.

3) Free creation: The innovative thinking of experimental imaging technology requires artists to Have the ability to create freely, without being restricted

by traditional media technology, and realize the free creation and expression of images through experimental imaging technology.

4) Diverse thinking: The innovative thinking of experimental imaging technology requires artists to With the ability to think in multiple ways, you can not only think about problems from an artistic perspective, but also think from multiple perspectives such as technology, science, and culture to achieve a higher level of artistic creation.

The application of experimental imaging technology in the field of contemporary art Experimental imaging technology is widely used in the field of contemporary art, mainly reflected in the following aspects:

1) Image art: Experimental image technology has gained popularity in the field of image art.Widely used, artists can enhance the expressiveness and innovation of artistic works through digital processing and editing. At the same time, experimental imaging technology can also integrate different media, such as images, sounds, text, dynamic graphics, etc., to create more colorful artistic expressions.

2) New media art: Experimental imaging technology is also widely used in the field of new media art. Artists can create and display artistic works through digital technology and multimedia technology, such as interactive installations, virtual reality technology, and panoramic photography technology. etc., providing the audience with a more immersive artistic experience.

3) Digital art: Experimental imaging technology is also widely used in the field of digital art. Artists can create more unique and innovative works of art through digital processing and editing. At the same time, experimental imaging technology can also realize the free creation and expression of images, without being restricted by traditional media technology, and achieve a higher level of artistic creation.

4) Public art: Experimental imaging technology has also been used in the field of public art, such as digital sculptures, digital murals, etc. Artists can use digital Modernization technology and multimedia technology realize artistic installation and decoration of public spaces, bringing a more unique and modern artistic atmosphere to the city, see Figure 2.4. Through experimental imaging technology, artists can realize digital processing of public art works, such as color adjustment, dynamic effects, special effects, etc., to enhance the artistic expression and viewing experience of the works.
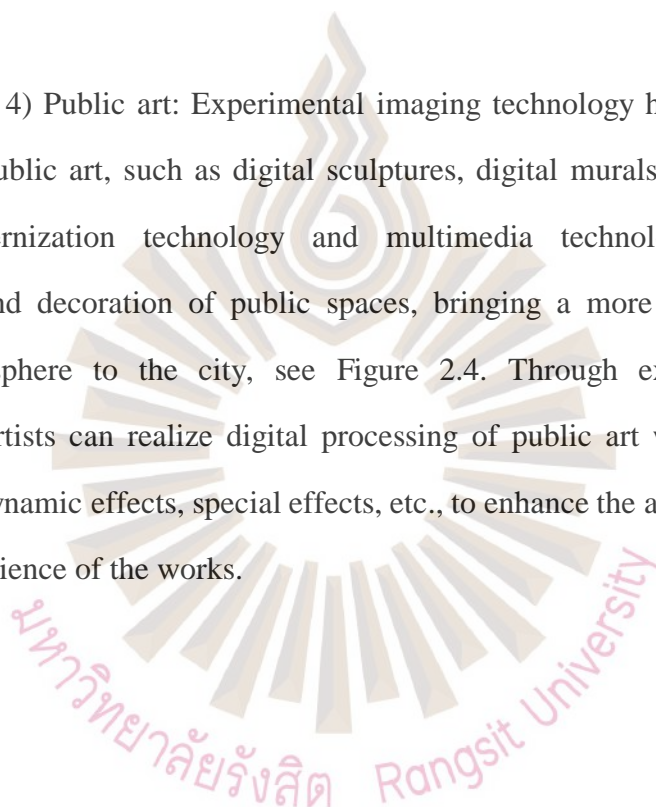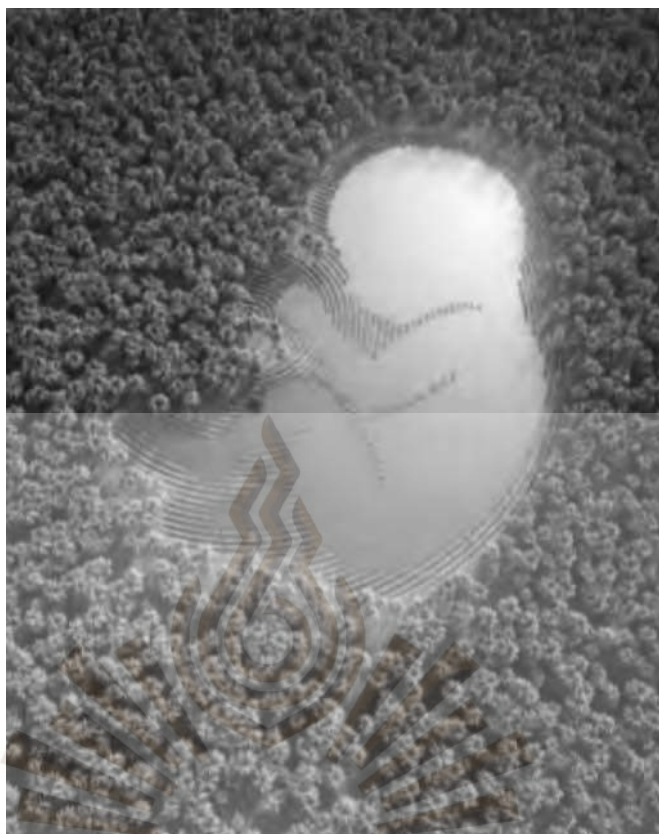
Figure 2.4 Chad Works-Origin Digital Sculpture

Source:Chad Knight,2019

Chapter 3

Research Methodology

3.1 Exploratory research method

When conducting exploratory research, a range of detailed methods are needed to gain a deeper understanding of college student suicide.

Case study:

Select representative suicide cases and conduct in-depth interviews with family members, friends or classmates of the suicidal person to understand the life experience, psychological state and suicide decision-making process of the suicidal person.

Analyze personal data such as diaries, letters, and social media accounts of suicide victims to obtain more information about their inner feelings and motivations.

Conduct on-site observations to understand the location, time, environment, and reactions of relevant people where the suicide occurred.

Focus group discussion:

Design discussion topics and questions, including college students' cognition, experience, sources of psychological stress, social support, etc. on suicide issues.

Recruit college students from different grades, majors, genders, and cultural backgrounds to participate in discussions to ensure diversity is covered.

With appropriate facilitation, participants are encouraged to share personal experiences and perspectives and facilitate communication and discussion.

Questionnaire survey:

Questionnaire topics were formulated to cover college students' suicidal intentions, mental health status, interpersonal relationships, life stress, etc.

Research objects are selected through random sampling or systematic sampling to ensure the representativeness and reliability of the sample.

Ensure the privacy and information security of participants during the data collection process, and improve the response rate and accuracy of the questionnaire.

Literature review:

Determine the scope and topic of the research, and screen relevant academic literature and empirical research.

A systematic review method was used to classify, summarize and analyze the literature, and summarize the main findings and shortcomings of existing research.

Evaluate and criticize the theories and hypotheses proposed in the literature to provide theoretical support and inspiration for subsequent research.

Social media analysis:

Use appropriate data mining tools and techniques to collect speech and discussion about suicide among college students on social media.

Conduct content analysis and sentiment analysis to understand college students' concerns, attitudes and emotional responses to the issue of suicide.

Compare and analyze the discussion content on different social media platforms to explore the impact of different platforms on college student suicide.

Through the above detailed exploratory research methods, researchers can gain an in-depth understanding of the multi-level and multi-angle characteristics of college student suicide problems, and provide sufficient theoretical and empirical foundations for future quantitative research and intervention measures.

3.2 Things Design

3.2.1 Multi-layered sensory experience

For human senses, the senses are functional organs of the body and are stimulated by information that can be transmitted from the outside world and accepted by the human body. They are a channel for people to obtain information from the

outside world. Aristotle also divided human senses into "five forms". These sense organs mainly include eyes, ears, mouth, nose and skin. The corresponding senses are vision, hearing, taste, smell, and touch. With the development of science and technology and the exploration and research of the human body, in addition to the above-mentioned senses, there are also some sensory signals, which are controlled by brain nerves. This is also extremely important, such as the human body's perception of body balance. Emotional representations, etc. that appear when emotions are stimulated (Figure 2.1). For experimental images, the sensory experience is mainly stimulated by the presentation form of the experimental images. The four senses stimulated by the presentation form are vision, hearing, touch, and heart. The sensory experience in experimental images can be divided into the following components to discuss, including the performance of sensory functions that trigger the experience, the impact on the senses during the experience, the process of sensory experience, and the content that stimulates the sensory experience. When people receive information from experimental video works and experience the real and realistic feelings in person, cognitive memories will be formed in the brain, and these cognitions can create new arousals for past memories and expectations for the future. Things to think about. These elements form a causal relationship with each other and are coherent. Together they form a three-dimensional sensory experience cycle. In the sensory experience of experimental video art, multi-level refers to the structure and mutual formation of sensory experiences with a certain order. Moreover, sensory experience in experimental video art has various sensory combination methods. These combination methods can be divided by the presentation form of experimental video art works in the display space, or they can be divided by the dynamic video works from time and movement. divided by status. The multi-level sensory experiences in experimental image art each have their own characteristics and differences, but they all have their

own stimulation rules and development forms. For sensory experience, multi-level is a staged expression in the process of sensory experience, not Refers exclusively to the end result of a sensory experience.

Multi-level sensory experience is the viewer's complex sensory experience of the video works in the experimental video. In the experimental images, the visual experience is one of the most important multi-level sensory experiences. At the same time, the auditory experience is also an invisible sensory experience, and the third is the tactile experience. Finally, the sensory experience information integrated by these three experiences reaches the mental experience. , their sources of experience are mainly determined by the form and nature of experimental images. Generally speaking, experimental images have several forms of expression, with images or sounds as the main body, and video devices with mixed media. Depending on the form of the experimental images, the sensory The information experienced is also different. It is precisely because the experimental image is a multi-form audition-type artistic expression method that multiple layers of this sensory experience appear.

Multi-level sensory experience is characterized by the complex nature of the mutual influence and blending between the senses, as well as randomness and strong subjectivity. These characteristics constitute a multi-level sensory experience with incremental and cross-rising sensory experiences in experimental images. In experimental images, sensory experience does not specify which sense must be dominant, and the characteristics of sensory experience are also caused by the artistic expression of experimental image art works.

In experimental image art, images have always been the main core of expression, and images are not just simple images, dynamics, etc. The composition of images is a combination of multiple traditional artistic expression techniques. Today's image art expressions are mainly carried out through the fusion of media, and the fusion of media is the combination of multiple forms of expression. In each form of expression, it will bring about and cause different functional sensory experiences, so the sensory experience in experimental images It is composite. Image works trigger different sensory experiences, and the sensory experience will be combined in different sensory experiences based on the viewer's self-selection. Therefore, the sensory experience in the experimental images is random and highly subjective. Although multi-layered sensory experiences have a strong personal subjective nature, these sensory experiences are still limited to the range of information conveyed by experimental video art works. For experimental videos, the characteristic of multi-layered sensory experiences lies in the feedback they experience. , in order to continuously improve experimental video art works.

3.2.2 Emotional needs in experimental video art

Personalized needs

In any era, people want to realize their uniqueness, especially in this era where digital technology is developing so rapidly. In different cultural backgrounds, different aesthetics, and different people's customs, people long for a kind of belonging. While hoping for this sense of belonging, we also hope to find things that belong to ourselves, including a perceptual experience of self-pursuit. For example, many search websites and mobile software today have begun to provide "customized" services. In an environment where "Bauhaus-style" mass production has become the mainstream,

overly similar social lifestyles and aesthetic trends have led to people not being able to realize their own emotional self-worth, and some sensory experiences such as vision will produce a sense of fatigue over time. , people's thinking and emotional experience after thinking need to absorb the stimulation of new things, so the "self-media" form of information dissemination appeared in online media. Due to the emergence of "self-media", everyone can Expressing their opinions in the exhibition space, people are receiving new information at the speed of seconds on increasingly convenient mobile terminals. Although this seems to be a prosperous information dissemination phenomenon, what lies behind it is people's understanding of information. Too much confusion to sift through. The wave after wave of changes in information and consumption information patterns are an alternation of viewing modes in the society at that time, and these changes in the information display space also affect the transformation of people's sensory experience. In this conversion process, people not only need a fast and large amount of information stimulation, but also need the quality of information and good resonance.

Therefore, in the current era of exploding big data information, people are still constantly seeking a kind of self-expression. The proliferation of information is like a factory-like production line, and the differences between people are getting smaller and smaller. A sense of "selflessness" begins, and an emotional lack of individuality is also formed at the same time. For video art, it seems to have emerged from a digital technological background, but it has begun to observe its origins through self-examination. It is also a personalized way of observation that people's emotions currently require.

The impact of timeliness

The existence of emotional experience lasts for a long time. Starting from a small scale, it changes according to the growth and changes of people. When viewed in society, it is the development of social ideology and social science and technology that changes people's lifestyles and affects them. people's emotional experience. In the emotion of experimental images, first of all, the emotional expression of the creator is stored in the image works. Thinking comes before thought, and video works are a concrete manifestation of thoughts and thinking processes for creators, and the sensory stimulation carried by thoughts is an emotional experience. When an image is placed in a display space or used as an experimental object, it begins a new communication with the display space. At this time, its emotion is no longer the sole emotional experience of the creator, and as the display period changes, its meaning changes. The emotion of existence may have long since become a new experience. For example, in the video installation "The Restoration of Genghis Khan" created by Nam June Paik, it can be seen that the image is the subject of playback in the past tense, and the creator produces it. After different viewing angles, images no longer become a sole expression of broadcast content, but begin to become a communication element integrated with other media.

Figure 3.1 《 Genghis Khan's recovery 》 Image

Source: Liu, Carsten, & Nam, 2016

Secondly, in experimental images, under different eras and different viewing angles, the audience's emotional experience also changes with these changes. Audiences in different periods are exposed to different era backgrounds and current social culture. The audience's emotional experience is What is obtained by relying on the historical cognition it accepts is not completely blank. Therefore, when the audience enters the thinking process of the experimental image, the emotional experience at this time is caused by the resonance between the audience's historical cognition and the image. Collisions, and emotions are started from images, so the emotional experience generated is not permanent, it is immediate, but when people gain new cognitive experiences in images, they will Integrated with one's own cognition, the creator's thinking process or ideology stored in the image will intersect with the audience's own consciousness. At this time, the emotional experience is not just an emotional wave caused by sensory stimulation. Instead it becomes a thought process.

comprehensive emotional factors

Emotional appeal is a deeper extension of people's physical senses in the cognitive process, which is different from the emotions caused by simple senses. The senses include emotions in the process of perceiving things. Emotions are a by-product of sensory experience. They are short-lived and specific and cannot be one of the subjects of thinking. Emotional appeal is a form of process expression that is processed by people's own thinking system through their own experience of external things. It can be reflected in writing, painting, music, and social activities. The elements that constitute emotional appeal include cognitive history, thinking growth, self-worth and other self-expression desires and the desire to communicate with the

outside world. It is an attitude that is mostly supported by reason after thinking. This kind of emotional appeal will not disappear in a short period of time. At the same time, the reasons for the formation of emotional appeal are also multi-component, which can be divided into sensory stimulation, information fusion, and thinking behavior. , spiritual needs, personal value realization. In the process of expressing emotional appeals, it is triggered by different sensory experiences. Each of these sensory experiences has its own performance characteristics. Under different sensory triggers, emotional experience is not simply a sensory experience, but has stages. It is a sexual and ascending thinking process, and it is also a multi-level emotional appeal process. Sensory experience cannot completely convey the complete appearance of things to the brain. Based on this, in the "2018 Video Art Exhibition Viewing Experience Survey" produced by myself, I drew from more than two hundred samples, this kind of 64.95% of the audience were interested or very interested in video works, while 35.05% were not very interested or not interested in it.
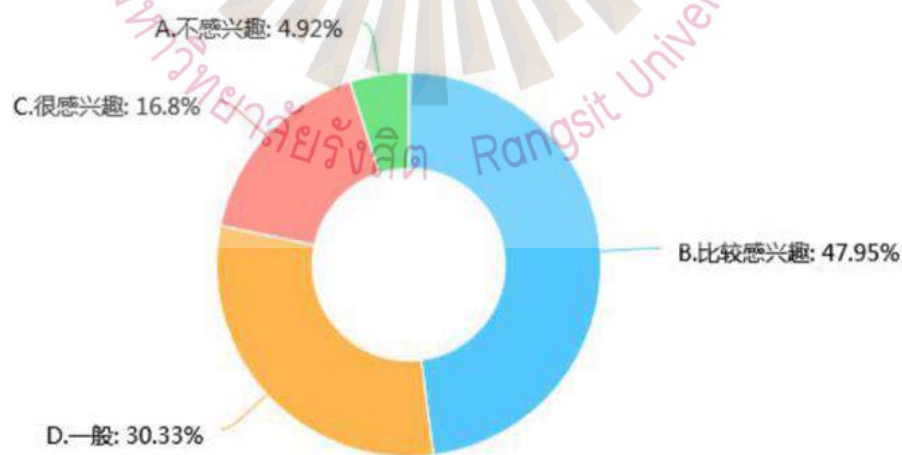

Figure 3.2 Video art exhibition viewing experience survey

Source: Researcher

Therefore, among video works, not every work is uniformly attractive and resonates with people. This also shows that video art works require people to have a certain artistic consciousness. This also shows from the side the influence of experimental video art on people. Screening behavior, and the emotional presentation of the crowd in the image is also affected by its screening.

3.3 Design Process

3.3.1 The main exhibition space for experimental video art

Art gallery

In the display mode of the art museum, it is divided into exhibition collection display and display with curatorial theme and time limit. It can be seen from the development history of public art museums in various countries that the way art museums convey information to the public is formed by a set of stable and systematic collection organization and curatorial concepts accumulated over a long period of time. It shows the public a cultural vision under a certain art historical background and a different perspective, giving the public the opportunity to effectively approach artistic ideas to construct their own subjective thoughts. This process can also be seen as the process by which art museums inspire the public, which also reflects the special social value of art museums in building public culture.

In traditional art museums, the presentation of experimental images is more fixed than in contemporary art museums. Before Barr, director of the Museum of Modern Art in New York, did not propose the concept of artists as the subject of

exhibitions without being guided by the museum, , art museums are still in a fixed and dominant position in the role of exhibition, and this idea of exhibition is no longer satisfactory for modern art that changes rapidly and has rich forms. Therefore, video art needs a certain amount of time to change in the display form of traditional art museums. Therefore, contemporary unofficial art museums with a certain commercial nature have appeared. This emergence is an inevitable choice for the development of art. The exhibition space of contemporary art museums is also facing the public, and due to the need for commercial operations, contemporary art museums will The display buildings are also designed more boldly to attract more people to come here to watch or consume. This also allows the art form of experimental images to be displayed in a richer form in contemporary art museums, and the presentation of exhibition spaces dominated by exhibits and artists is the main display method of contemporary art museums. Experimental images play an important role in contemporary art museums. In the exhibition space of the museum, the exhibition environment needed by the artist is created according to its different expression content and expression form. The exhibition hall space is no longer limited to a certain area or fixed location. It can be the outdoor space of the art museum. Passing by the aisle or in mid-air. In addition, the light and color of the display environment also change with the changes of the displayed works. The atmosphere created by the display is diverse and the exhibition is led by the single function of the museum. However, in the past two years, traditional official art museums have gradually begun to change. Although there are many physical restrictions due to the traditional art museum buildings, they have also begun to change their exhibition orientation. The integration between the two art museums will There will be more and more. It is a form of development of mutual dialogue and mutual growth.

Both traditional and contemporary art museums have the responsibility to explore and publish new art forms. Experimental images in contemporary art museums, as a form of modern art, need to serve as a guide to public aesthetics and even as a mirror of the humanistic spirit of society in this era where images are the truth. Experimental images are not suitable for display in art museums according to the traditional display concept of chronology and art category. This display method also makes the audience enter a semi-forced viewing mode and cannot completely The embodiment or dissemination of experimental image information also loses the current artistic context and viewing situation, so that the audience does not get a good viewing experience, and because they do not get a true viewing experience

The viewing experience also creates a sense of distance from the exhibits to the audience.

science Museum

The Science and Technology Museum is a public welfare science popularization institution with exhibition and education as its main purposes. At present, domestic science and technology museums are commonly referred to as "science and technology museums" and "natural science museums"5. Through permanent and short-term exhibitions, participatory, experiential, interactive exhibits and auxiliary functions are used as display methods to stimulate public interest. Interest in science, enlighten scientific concepts, and conduct popular science education to the public; it can also organize other popular science education, science and technology communication and scientific and cultural exchange activities.

There are three characteristics of a science and technology museum. The first is scientificity, which is the most basic characteristic of a science and technology museum. In order to let the public clearly understand scientific knowledge, most of the contents in the exhibition hall are strict and precise. In the case of flexible and changeable forms, Ensure that the scientific nature of the subject is accurate; the second is interest. As one of the important characteristics of the science and technology museum, interest bears the responsibility of attracting the public of all ages to come and watch. The main task of the science and technology museum is to popularize scientific knowledge to the public. , allowing the public to visit and understand boring scientific principles in a relaxed and humorous environment is the unique feature of science and technology museums; the third is interactivity, science and technology museums usually have a large number of highly interactive exhibits and video materials, which can enhance public enthusiasm to achieve the purpose of popularizing science. The experience of experimental imaging in the science and technology museum is mainly derived from the display works based on the development status and trends of today's science and technology, and most of these works focus on interactive video installations. Its functions in the science and technology museum are different from those in the art museum. Similarly, in addition to creating aesthetics, images in the science and technology museum are more of an interesting experience. As an exhibition hall that mainly displays science and technology, images can be used as a form of exhibition to popularize science, and can even create A scientific simulation image allows people to better experience the novelty and pleasure brought by technology.

Internet media

Online media is an emerging media that has gradually formed in the contemporary era with the increasing development of network and information technology. Compared with traditional media such as paper print media, radio stations, television, etc., its communication range is wider and more timely. In essence, online media is a new communication mode or form produced by the application of digital technology in information communication media. It has digital, interactive and analog characteristics. As one of the main characteristics of Internet media, wide spread range means that any information can be received by Internet users around the world without restriction. From this point of view, the wide spread range of online media is unmatched by any traditional media. Online media also has strong timeliness. The retention time and timeliness of traditional paper media, radio, TV news and advertisements are not very high. Once the information is updated, people will easily miss it and be missed. However, new media uses the Internet as the main medium, and anyone can only use their mobile phone at any time. Or you can search for relevant information on your computer to find relevant information, and the news of the day will also be saved on the Internet for a long time.

3.3.2 Presentation form of experimental video art in exhibition space

Integration of flat images and installation media

The coverage of two-dimensional images is very broad, and the carriers of two-dimensional images can almost be linked to the development of electronic equipment. The images we know usually refer to different types of moving pictures and digital video formats, such as DVD, MP4, and analog signal tapes. Two-dimensional images are mainly divided into two forms. One is image installation, and the other is video. Image installation, as the name suggests, is the product of a

combination of image and device. At the same time, image installation art is an important art form in the development of contemporary art and also a contemporary A unique way of displaying in art exhibitions. Installation art is to "select and transform objects in daily life through artistic examination", and use these objects to create installation art works based on the artist's subjective thoughts; then, video art and installation art are combined to form video installation art , video installations are media to give the audience a variety of different sensory experiences, and leave room for the audience to make subjective judgments.

Hologram

Holographic imaging is an emerging imaging technology that mainly relies on 3D technology to reflect or project information from objects being photographed. Because of its images with different orientations and perspectives, viewers can view images from different angles. This imaging technology allows viewers to have very realistic three-dimensional vision. The objects captured have a strong sense of reality and are difficult to distinguish. Its virtual and real.

Figure 3.3 Aquarium
Source: Pierrick,1992

Chapter 4

Research Results

4.1 Design Progress

College students' cognitive style is influenced by many factors, including social environment, educational background, personal experience and so on. With the development of society and the progress of science and technology, the cognitive way of college students is constantly evolving.

The information receiving habits of college students include information source choice, value orientation, initiative, ability and behavior mode of information receiving. They tend to get information through the Internet, new media and other ways, which have higher immediacy and convenience compared with traditional media. The improvement of cognitive ability of college students can be achieved through classroom education methods, self-learning and practice, social investigation and observation, enterprise internship and practical training, volunteer service and public welfare activities. These methods help students to improve the depth of knowledge, thinking agility and flexibility, as well as the maturity of self-cognition and social cognition. For the cognition of mental health education, college students generally believe that the concept of mental health and the importance of seeking psychological help. However, there are still some students who have misunderstanding

about mental health, may confuse mental problems with mood swings, or have prejudice against mental illness. The social environment has an important impact on the cognitive development of college students, including culture, media, network and other factors. School education and family education also play a key role in the cognitive development of college students, and high-quality educational resources and educational environment help to improve the cognitive level of college students. With the development of science and technology and the progress of society, the cognitive ability of college students shows a trend of continuous improvement. In the future, education will pay more attention to personalized development, and customize education according to the characteristics and needs of each student, which will help better play the potential and talents of college students.

The influence of labels on college students

Labels are a way that people describe and categorize things, and they can be positive or negative. Among college students, the phenomenon of labels is particularly significant, which may be derived from public opinion, media reports, campus culture and even self-positioning. Here are some common college student labels and how they affect them:

Overachiever, this label is often used to describe a student with a high academic record, and it may motivate the student to work hard and strive for excellence.

Innovative Talents, emphasizing students' creativity and innovation ability, encouraging them to seek breakthroughs in academia and practice.

Small-town questioner refers to students from small towns who are good at teaching to the test. The label may contain both recognition of their diligence and may imply questioning of their narrow knowledge.

Crackly college students, a label used to describe those who are physically weak and mentally weak under pressure, may have a negative impact on their self-confidence and mental health.

Buddhist college students describe those who have an indifferent attitude to life and are not willing to compete too much. The label may make them miss the opportunity to grow and develop.

The phenomenon of labeling is related to many factors, including the social expectation of college students, the media's rendering, and the pressure of the education system. For example, society's high expectations of college students may lead to their frustration in the face of pressure, while media reports may exaggerate certain phenomena, reducing the group of college students to a single image.

To sum up, the influence of labels on college students is complex, which may not only stimulate students' potential, but also become an obstacle on their growth path. Therefore, it is necessary for all sectors of society to work together to create an environment conducive to the all-round development of college students.

4.2 Finished Design

Figure 4.1 Free hand

Source: Researcher

Figure 4.2 Concept map

Source: Researcher

Figure 4.3 Final Shape 1
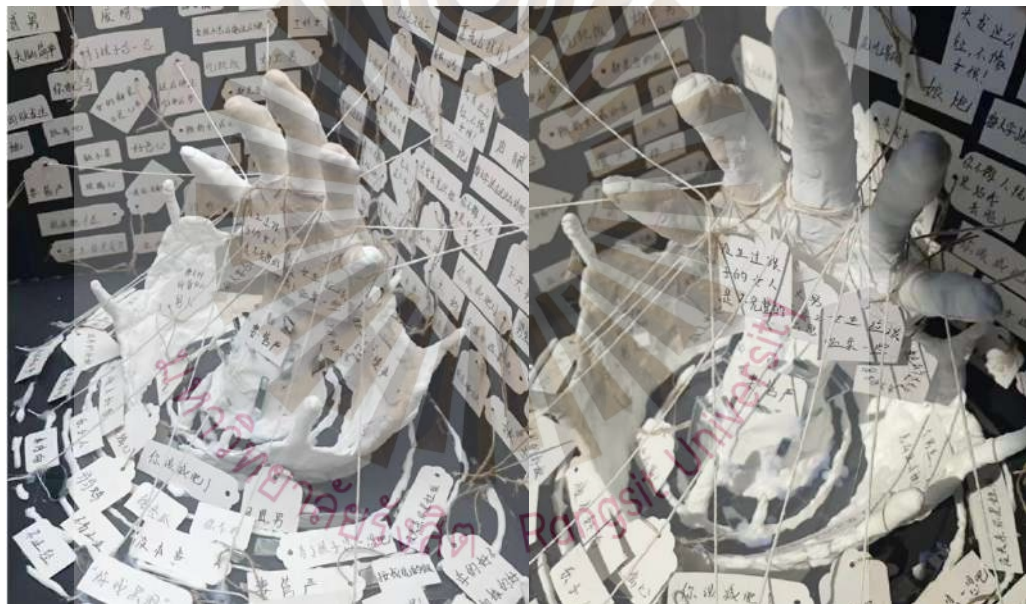
Source: Researcher

Figure 4.4 Final Shape 2

Source: Researcher

As an important part of the human body, the significance of the hand is reflected in many aspects:

The functional hand is the main tool for human delicate operation. Through the various movements of the hands, people are able to complete complex tasks such as writing, painting, making crafts, operating tools and machines. Hand dexterity and precision are an important foundation for the development of human civilization.

Gestures are a form of nonverbal communication. Through different gestures, people can express emotions, intentions and directions, enhancing the effect of verbal communication. In some cultures, certain gestures have special symbolic meaning.

Hands can help humans get food, build shelter, and defend themselves when necessary. Hand strength and agility are essential for survival. And artists use their hands to create music, dance, sculpture, and other works of art. Hand power is the key to creativity and beauty.

In short, the hand is not only an indispensable tool in human daily life and work, but also an important medium for cultural and artistic creation, scientific exploration and social interaction. Therefore, the hand is of great significance to human beings, and it is also the most intuitive expression of human.
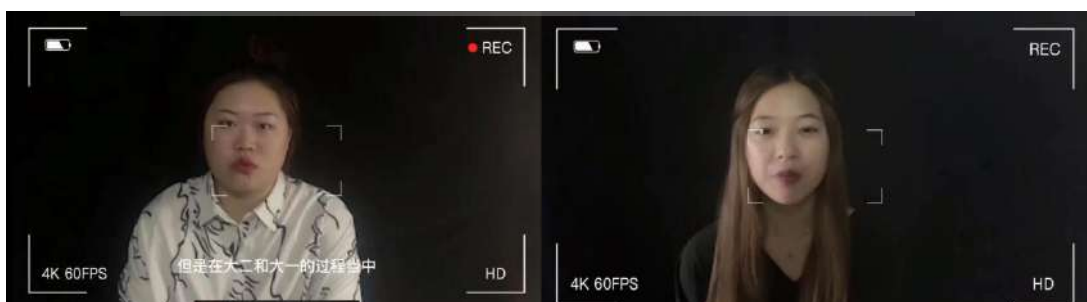

Figure 4.5 Influence segment extract

Source: Researcher

During college, students of different races may face a variety of challenges and difficulties, which may stem from a variety of factors such as cultural differences, language barriers, social prejudices, or economic pressures. Here are some common difficulties you may learn from interviewing people of different races:

Acculturation and identity: Non-native students may experience culture shock and need to adapt to new education systems, social norms and lifestyles. Students may struggle between maintaining their own cultural traditions and fitting into the dominant culture, which can lead to confusion about identity.

With language barriers, students who are not native speakers of the language of instruction may have difficulty understanding and expressing themselves, affecting learning efficiency and social interaction. In the academic world, the understanding and use of technical terms are particularly challenging for non-native students.

Social bias and discrimination: Students of certain races may experience implicit bias and discrimination, which can affect their social networking and career opportunities. Chronic social prejudice can lead to mental health problems such as anxiety and depression.

Students of different races may face different financial situations, and some students may have difficulty bearing tuition and living expenses due to financial reasons. In order to relieve the financial pressure, some students may need a part-time job, which may distract them from their studies.

Academically challenging, students from different educational backgrounds may have different learning habits and approaches, and adjusting to a new learning environment may take time. Students of certain races may not be familiar with how to effectively use school resources, such as libraries, tutoring centers, etc.

By interviewing students of different ethnicities, we can gain a deeper understanding of their unique experiences and the challenges they face during their time in college, thereby providing them with more targeted support and resources.

Chapter 5

Conclusion and Recommendations

5.1 Conclusion

Using experimental images to give people a magical visual effect, breaking the conventional expression of traditional images, using innovative technology and artistic means to explore the possibility of images. Experimental video art is often unconstrained by traditional narrative structures, attempting to capture or express different aspects of life while challenging the form and content of image production.

Experimental video art uses non-traditional image language, such as abstraction, surrealism, imitation and reconstruction, which can stimulate the audience's senses and trigger deep thinking. Often explore the limits of imaging technology, such as using special photography techniques, post-processing techniques, or combining multimedia art to create unprecedented visual experiences. Experimental video art often explores social, political, cultural and other issues, expresses the artist's views and emotions through images, and challenges the audience's inherent cognition and values. Experimental video art works often have a strong visual impact, using light, color, shape and other elements to create stunning visual effects, and sometimes even trigger physiological reactions of the audience. Modern experimental video art works pay more and more attention to the interaction with the audience. Artists combine different

display methods to assist the expression of images and videos, so that the audience becomes a part of the realization of the meaning of the work.

Experimental devices can influence people's emotional experiences in a variety of ways. For example, some installations are able to capture the viewer's physiological signals, such as brain waves, heart rate variations, and skin responses, and convert these data into visual or auditory representations, making the viewer's emotional state visible and perceptible. This interactive experience allows the viewer to gain a deeper understanding of their own emotional state, while also providing the artist with a new means of expressing emotion.

The effect of the experimental device on people's visual impact

In terms of visual design, experimental installations often employ design elements and principles such as minimalism, balance, guided sight, the psychology of color, fonts, contrast and proportion, images and graphics to create a strong visual impact. These design techniques can guide the audience's attention, emphasize the key points of the design, and stimulate the audience's emotional response through the change of color and light and shadow. In addition, through carefully designed visual elements, experimental installations can create immersive experiences that make viewers feel as if they are in another world.

To sum up, the experimental installation can have a profound emotional and visual impact through the interaction with the audience and the clever use of visual design.

5.2 Recommendations

The aim is to raise public awareness of college students' mental health problems through the combination of art installations and experimental images, and ultimately reduce the suicide rate of college students. From the artistic expression of creativity and resonance and emotional touch, we design art installations that can trigger audience's emotional resonance, such as simulating pressure scenes or reproducing images of psychological struggles, so that the audience can experience the inner world of college students. Interactive participation encourages the audience to participate in the art installation, and enhances the intuitive feeling of the psychological pressure of college students through interactive experience. Education and information dissemination, special exhibitions, hold special exhibitions on college students' mental health, combine experimental videos to play real cases and expert interviews, and provide professional mental health knowledge. Talks and workshops, inviting psychologists and education experts to give talks and workshops on coping with stress and emotional management skills. The community works with the campus to tour the campus, bringing art installations and experimental images to different university campuses for Tours and direct contact with the target group. Community linkage, working with community organizations to integrate mental health education into community activities and expand its influence. Media and network promotion, social media promotion, using social media platforms to publish relevant art works and discussions to attract the attention of a wider audience. Online resource sharing, setting up a website or platform to share mental health resources, self-help tools and helplines to provide ongoing support. Policy advocacy and support, policy suggestions, through the display of art installations and experimental videos, to propose policy suggestions to the government and society to improve the mental

health services of college students. Funding programs seek funding from government, non-profit organizations, or businesses to support the implementation of mental health education and intervention programs. Long-term tracking and evaluation, effectiveness evaluation, long-term tracking and evaluation of the impact of art installations and experimental images to measure their actual effect on reducing suicide rates in a scientific way. Feedback loop, collect feedback from the audience, continuously improve and adjust the strategy to ensure the effective communication of information.

Through the comprehensive application of the above, it can effectively enhance the social attention to the mental health problems of college students, promote the investment of relevant resources and the improvement of policies, so as to provide more support and help for college students, and finally achieve the goal of reducing the suicide rate.
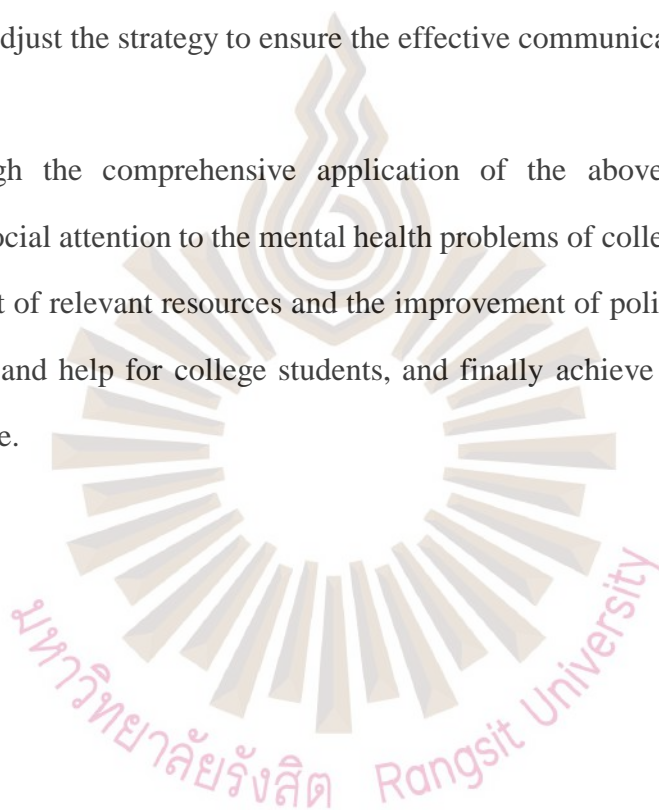
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