Research on the Influencing Factors of Digital Hoarding Behaviour of College Students under the Perspective of Media Affordances

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Abstract: In the era of digital existence, mediated behaviours are interpenetrating with daily life, and retrieving and acquiring information on the Internet has become a daily habit of modern people. In the face of high-intensity information pushing on the Internet, users inevitably choose "collection" as a stopgap measure, and collection has become an important "memory prosthesis" in the digital era, and digital hoarding behaviour has gradually become the habitual behaviour of a considerable part of Internet users. As one of the active groups in the Internet, college students are happy to engage in digital hoarding behaviours in their daily life and study process to expand their digital space. However, excessive digital hoarding behaviour makes college students face negative impacts such as information overload and under-utilisation of information. Therefore, this paper attempts to explore the influencing factors of digital hoarding in college students from the perspective of Media Affordances, and proposes targeted guidance strategies from the subject and object levels to help improve the data management ability of college students and other groups.

Keywords: Media Affordances; College Students; Digital Hoarding; Influencing Factors.

1. Introduction

With the continuous progress of media technology, we are in the era of "digital existence". The close integration of media technology and daily life has changed the way people live, work and study, and various information, resources and knowledge have been comprehensively shifted to the network, so that Internet users can achieve more convenient retrieval and access. In the face of all-weather and diversified information pushing environment created by media platform diversification, ugc, cloud storage technology, etc., users can't cope with high-intensity information pushing with limited attention, so they inevitably choose "collection", "save" and "code". Therefore, users inevitably choose to "collect", "save", "store", and "code" as a stopgap measure to cope with the urgent time and space situation. The act of digital hoarding has also become an important form of practice for people to externalise their memories, and "collection" have become an important "memory prosthesis" in the digital era[1].

At the same time, various social media platforms often have the functions of "collection" and "add to see later" to facilitate users' hoarding of various digital materials, which, although convenient, have to a certain extent exacerbated users' digital hoarding behaviours. Even platforms or self-media will guide users to "collect more" for the online influencers, which further exacerbates the phenomenon of digital hoarding. Digital hoarding has become the habitual behaviour of a considerable number of Internet users. However, according to the observation in daily life, there are quite a number of users who collect and save some digital materials but do not open and browse them again, and even because of too many collections, they cannot find the contents they once collected and need at present.

As a companion and one of the most active groups in the Internet era, the accelerated development of the digital society has given rise to the digital hoarding behaviour of the contemporary college students. In the media environment of information fragmentation and reduced cost of digital hoarding, the college students happily expands their digital space[2]. The digital hoarding behaviour of college students is both typical and representative. Compared with other groups, college students

are under pressure from research, study, and employment, and often need to obtain appropriate information through various channels. The expansion of databases, digital libraries, search engines and other channels allows college students to store information and materials anywhere and anytime according to their needs. However, at the same time, the more information they are exposed to, the more serious the problem of information overload and under-utilisation of information that college students face, thus entering a state of digital hoarding. Although digital data hoarding can prevent emergency use or bring psychological satisfaction, excessive digital hoarding and the difficulty of rationally organising and utilising digital data will, to a certain extent, generate anxiety, make it difficult for college students to manage their personal information, and lead to a reduction in the efficiency of their life and study. Therefore, it is necessary to explore the influencing factors of digital hoarding in college students so as to help improve the data management ability of college students and even other groups.

As digital hoarding has gradually become a widespread phenomenon in mediatised societies, more and more scholars have begun to pay attention to this research area. However, the research on digital hoarding behaviour in China started relatively late, and according to the literature, there are relatively few studies on digital hoarding in China, especially those focusing on media technology to explore the digital hoarding behaviour of specific groups. Therefore, this study intends to start from the university student group as the research object, and explore the influencing factors of digital hoarding behaviour of the university student group from the perspective of the affordances of technology and subject inter-construction, which can fill the research gap to a certain extent.

2. Subject-Driven and Object-Facilitated Digital Hoarding Behaviour

Affordances consists of both subject and object, and is constructed and realised in the process of mutual construction of object and subject. The properties inherent in the medium are necessary preconditions for the realisation of affordances, which can provide possibilities for use by the subject. The subject's own needs and desires influence his or her understanding and use of the medium, which in turn affects the effect of affordances. At the same time, affordances itself has an impact on behavioural practices, which can lead to different outcomes.

2.1 Object Facilitation

Users and media vehicles are closely dependent on each other, and together they build a digital life community. Media technology not only provides users with access to new information, but also offers the possibility for people to engage in digital hoarding behaviours.

2.1.1 Production Affordances: the convenience of editing and the lure of unlimited storage

Production Affordances refer to the ease with which media technologies allow users to create, edit, modify and save content. The edit-ability and "zero-cost" unlimited storage offered by media technologies under media empowerment have significantly lowered the threshold for users to engage in digital hoarding.

2.1.1.1 Edit-ability: catering to users' personalised needs under media empowerment

With the decentralisation of media rights, ordinary users have become one of the main players in production and communication, and platforms have gradually shifted from the PGC model to the "PGC+UGC" model. Under the empowerment of the media, user-generated content is more in line with the personalised needs of users, and at the same time, the diversity of information production and the high frequency of updating also make it possible for users to hoard something.

The convenient editability provided by media technology makes it possible for users to carry out secondary processing on the basis of collection, so as to better serve their own needs. For example, goodnotes, notability and other note-taking software commonly used by college students are equipped with powerful editing functions such as collecting, marking and modifying, and they will choose to hoard their learning materials on such platforms and directly carry out secondary processing when needed. Compared with one-click collection, this medium helps users achieve more valuable digital hoarding and personalise the hoarding content, so users are more inclined to this kind of editable hoarding method when hoarding.

On the production side, smartphones and easy-to-use editing software have made it extremely easy to produce information. The low threshold and fragmentation of content production have led to a surge in the amount of

digital content produced by individuals, such as photos, videos, notes, etc. Whether it is for the purpose of recording life or accumulating learning materials, a large amount of content has been created, but it cannot be effectively utilised and managed, and is ultimately reduced to digital hoarding.

2.1.1.2 Convenient access and storage mechanisms empowered by technology

The massive and cheap storage space provided by cloud storage technology and the nearly unlimited storage space provided by social media platforms have eliminated the concern of physical space limitation for users[3]. In the process of digital hoarding, the storage behaviour itself has almost no immediate cost perception, leading to a lower decision-making threshold, and the users tend to be more inclined to "save the space first anyway", which tends to form the "digital hoard". Users are more inclined to "save for now anyway", easily forming the preconceived mentality of "just in case" and "might be useful", and weakening the awareness of content screening and regular cleaning.

With the rapid advancement of media technology, the "one-click save/favourite/download/screenshot" function is ubiquitous in social media platforms. Convenient cut-and-stash functions make it extremely convenient to save web content, and mobile phone screenshot and screen recording functions also simplify the capture of temporary information. The low-threshold saving operation greatly encourages instantaneous saving behaviour, which easily leads to the accumulation of a large amount of repetitive, low-quality or fragmented content. In the long run, the illusion of "possession is possession" is deepened, and the act of saving itself is equated with learning or mastering, gradually replacing the process of in-depth thinking and digesting information.

2.1.2 Mobile Affordances: the elimination of spatial and temporal boundaries of digital hoarding

Mobile Affordances refers to the ability to access, use and process information anywhere, anytime provided by media technologies, especially mobile devices. The core of Mobile Affordances lies in its convenient access, which is specifically manifested in the immediacy and high frequency of information exposure when users access and use information.

2.1.2.1 Collection characteristics breaking the spatial limitations

From the spatial dimension, the empowerment of mobile media has blurred the spatial boundaries of hoarding behaviour, and users can turn on their mobile devices to browse information and start digital hoarding behaviour anytime and anywhere. On the underground, they may be brushing social media platforms, and the information they "encounter" with the support of big data is pre-judged to be "potentially useful" to them. In this case, the information received by the user may not be suitable for the space where he/she is at that time, but it is this mobile characteristic of not being restricted by space and being able to view and collect at any time that provides objective conditions for digital hoarding.

2.1.2.2 Information encounter in continuous online status

The "constantly online" connection state of mobile media is the core element that distinguishes it from traditional media. The rapid development of media technology makes digital transmission largely free from the limitations of geographical location and realises high-speed transmission. This not only improves the data transmission rate, but also significantly increases the amount of data traffic per unit of time, which further increases the frequency of information encounters on social media platforms. This also constitutes another motivation for the occurrence of digital hoarding behaviour. The adoption of mobile devices allows users to encounter vast amounts of digital information anytime, anywhere, and the high frequency of information exposure contributes to the occurrence of digital hoarding behaviours. Information pushed by social media platforms can be accessed instantly, and pop-up notifications can be tapped at any time. Once exposed to information, users will consciously and instantly judge the value of the information. If they assess that it will take too long for them to receive the content, they may also choose to bookmark it before viewing it. However, this usually results in the information being left unused in the collection for a long time.

2.1.2.3 Shallow processing in fragmented time

The use of mobile devices caters to the fragmented lifestyle of modern people, offering unprecedented possibilities for maximising the use of fragmented time, turning once 'wasted' minutes into some kind of visible 'value'. However, mobile devices are also exacerbating

the fragmentation of time with their pervasive penetration, and attention spans are becoming fragmented. A large amount of content browsed and saved in class, lectures, commuting, and leisure time is often processed superficially, lacking the time for in-depth thinking and assessment of value, resulting in a large amount of content of dubious value being collected by hand, and often lacking the time and energy to organise and sift through it after the fact, and going straight into a hoarding state. This information overload may lead to a "broken" abandonment of management, increasing the complexity and burden of information digestion and cleaning.

2.1.3 Social Affordances: pressure to connect and maintain identity

Social Affordances refers to the potential for media technologies to facilitate the establishment, development and maintenance of social relationships between users. This is particularly significant in the university student population.

2.1.3.1 Self-presentation based on digital hoarding content under media empowerment

Self-presentation on social media platforms based on digital hoarding content is one of the important motivations for digital hoarding behaviours among the current college student population.

The decentralisation of media rights has made UGC the norm, and users can rely on the information they share on social media platforms to build and maintain their corresponding personas. This is essentially a kind of social presentation, and the empowerment of the media precisely provides the possibility and convenience to meet the needs of users to share information freely[4]. The "content library" constructed by digital hoarding provides more possibilities for users' sharing behaviour. Therefore, in order to better perform in the "front stage" of social platforms, users are often willing to expand their "content library", which inadvertently forms digital hoarding.

2.1.3.2 Pressure to archive and maintain social relationships

College students face great social pressure and worry that deletion of chat records, group messages and past social news will damage the stability of interpersonal relationships, or miss important information and task notifications. Instant messengers, such as WeChat and QQ, provide the function of saving chat records, etc.

Social media record personal history and social interactions all the time, and the group function brings together a large amount of information flow. As a result, a large amount of meaningless chats, emoticons, etc. are retained.

In the long run, under the empowerment of the media, users regard digital remains as proof of social relationships and identity, and "deleting records" is equated with "deleting memories/breaking relationships", which ultimately leads to digital hoarding behaviours.

2.1.3.3 Information sharing under shareable functions

The rapid development of media technology has given rise to convenient information forwarding and sharing functions. Groups and community platforms aggregate a large amount of information, and the social space between platform users is connected.

In the social space of information sharing, when college students see study materials, articles and activity information shared by their classmates and friends, they are driven by the anxiety of missing out and gradually develop the pursuit of the "perfect database", and even if the information they browse does not fully match their needs for the time being, they still want to save it, resulting in a large number of homogeneous or low relevance information. As a result, a large amount of homogenised or low relevance content is hoarded.

2.2 Subject Driven

2.2.1 Perceived usefulness and fear of missing out: the dual role of instrumental reason and emotional drive

At the subject level, the hoarding of digital resources by users, especially university students, is first based on the assessment of "perceived usefulness", believing that the information they are facing now is useful to them or will be useful to them in the future. This kind of instrumental reason leads to the over-preservation of digital resources, and the "present bias" makes individuals overestimate the value of future use and underestimate the cost of current storage[5].

Secondly, the fear of missing out also leads to the occurrence of digital hoarding. Nowadays, college students are in an extremely inward-looking meritocracy, and in the face of the information explosion in the digital space, users are unable to cope with the high-intensity information push with limited attention. In order to alleviate the anxiety of "knowledge gap", they

inevitably choose digital hoarding as a stopgap measure to cope with uncertainties, so as to obtain a sense of security[6]. In the face of massive information resources, the act of hoarding itself reduces the anxiety of "possibly missing important content".

Under the dual effect of perceived usefulness and fear of missing out, digital hoarding behaviour is intensified.

2.2.2 The illusion of "hoarding is possession": alienation of digital property rights perception

The development and application of cloud storage technology has made it easier for users to collect and "possess" information they are interested in or consider valuable. However, at the same time, the convenient cloud storage function has also reconfigured the concept of ownership, leading users to subjectively equate the act of collecting with "owning", "learning", "mastering", and to regard cloud storage space as a "digital property right". In addition, cloud storage space is regarded as an extension of the digital body, and users mistakenly believe that their collection will become part of their body, creating the cognitive illusion that "hoarding is possession".

The continuous increase in the "volume" of digital resources increases users' psychological satisfaction and sense of security to a certain extent, and the brain produces a rewarding response similar to the possession of physical objects at the moment of collection, and the act of collection itself replaces the process of thinking and absorption. Some users use the amount of hoarding as a measure of "digital security", forming a false positive correlation between the usage rate of storage space and psychological security. Under the scenario of the mutual construction of technological empowerment and subject's emotional drive, digital hoarding behaviour becomes more and more intense.

2.2.3 Goal-Orientated Hoarding: utilitarian strategies in the performance society

The empowerment of media technology has made the information retrieval function a commonplace, and users are often driven by goal-orientation to retrieve and collect information. If goal-relevant information is gathered in the process, it is selected for collection for subsequent use.

Under the environment of performance society, users, especially college students, often have set goals to achieve, so they will choose to collect information conveniently and quickly in the vast amount of information on the Internet[7]. In this process, most users tend to adopt the information processing mode of "pre-hoarding and post-screening", which transforms cloud storage space into the "memory prosthesis" of the brain, just in case of emergency.

It is thus clear that the occurrence of digital hoarding behaviour largely comes from users' own goal-oriented active hoarding, and digital hoarding to achieve a certain goal at a certain stage is a utilitarian strategy to meet the demand for digital resources in a merit-based society.

2.3 Emotional Affordances: Emotional Hoarding Based on Emotional Elements

Media as an important role in memory construction, either photos, videos, or chat records, as digital traces are preserved, memories and emotions are often negatively attached to these media carriers. Therefore, the emotional element plays an important role in driving users' digital hoarding process, resulting in emotional hoarding.

The preservation of a photo with a friend, a video of a concert, a chat record, etc. is the process of users using media to store, construct, and reproduce memories[8]. People use the media as a carrier to link the past with the present, not simply the preservation of digital hoardings, but also the retention of a period of emotions and memories, and the emotional element provides possibilities for digital hoarding behaviours in this process.

On the other hand, the user's love, recognition or emotional resonance of digital information will also motivate the user to collect digital hoarding behaviours. Some users, when browsing information, are interested in the content they are reading at the moment or have strong resonance with the emotions conveyed by the content, they will choose to collect it, which invariably hoards a large amount of digital content.

The theory of Media Affordances clearly reveals that the digital hoarding behaviour of college students is not simply the result of a lack of personal self-control, but is shaped by the combined effects of Production Affordances, Mobile Affordances and Social Affordances provided by a specific technological environment. At the same time, the subjective factors of college students themselves also constitute the matrix of digital hoarding

motivations: the perception of usefulness and the fear of missing out, the cognitive illusion of "hoarding is possession", and utilitarian hoarding under the guidance of goals, all driven by both instrumental and emotions. In addition, the unique carrier properties of the media have given rise to emotional hoarding. At present, it is necessary to establish an effective guidance system of "digital detachment" to help college students rebuild a healthy information space in the information overload environment.

3. Corrective and Guiding Strategies for the Digital Hoarding Behaviour of Colledge Students

The explosive growth of digital information makes college students generally face the problem of digital hoarding, which not only takes up storage space, but also consumes their cognitive resources, causes information overload, triggers information anxiety, and creates a vicious cycle that affects their life and study efficiency. In order to effectively guide college students to establish healthy digital information management habits, it is necessary to build a multi-dimensional guidance strategy system by making concerted efforts at both the object and subject levels.

3.1 Functional Improvement and Technological Refinement at the Object Level

As the main carriers of digital information, media technology and technology platforms are the basis for guiding users to manage information efficiently with improved functions, refined technology and optimised design.

3.1.1 Labelled classification and intelligent reminder

When designing functions, contemporary media platforms tend to focus more on encouraging users to generate and save content as a way to increase user stickiness, while investing insufficiently in helping users carry out effective information management, filtering and cleaning up content. Therefore, to better empower College Students with media technology, platforms and technology service providers need to take into account the users' burden of long-term information management, provide smarter storage technology, and optimise function design to create a more efficient information management system. Therefore, to better empower university students with media technology, platforms and technology service

providers need to consider the burden of long-term information management on users, provide smarter storage technology, and optimise the design of functions to create a more "user-friendly" platform.

First of all, the platform should deeply integrate artificial intelligence technology, using algorithmic technology, etc., to achieve the automation and labelling of the user's stored documents intelligent classification. For example, the online disc system can automatically classify documents as "course materials", "personal files", "temporary downloads", "duplicate files", "expired information", etc. to establish a clear label system. ", "expired information", etc., to establish a clear labelling system. Users can find what they need more clearly and conveniently when tracing back the information, and they can also clean up with a direction when deleting.

Secondly, in order to help and guide users to better carry out the "weaning off", the platform system needs to have the ability to identify "suspected expiration date", "not opened for a long time", "duplicate files", "duplicate files", and so on. "Repetitive files" and other information. Based on the user's access frequency, file creation time, type and other factors, the system regularly sends cleanup notifications to the user, such as reminding the user of the list of suspected information that can be cleaned up, and estimating the space to be released. At the same time, batch cleanup options should also be provided to prevent users from giving up cleanup due to the difficulty of cleanup or large actions.

In addition, the platform can provide users with intuitive storage space occupation visualisation charts, clearly displaying the proportion of different types of storage content, so that users can have an intuitive knowledge of their own hoarding situation.

3.1.2 Intelligent and multi-oriented keyword retrieval

Part of the user in the back of the information, conscious to retrieve the title or keywords, but sometimes due to long intervals and other reasons, resulting in the title and keywords forgotten, for the collection in the information, "The spirit is willing, but the flesh is weak", can not be effectively used. This is for the platform and technology providers to upgrade the technology puts forward higher requirements.

The platform needs to improve the search engine

capability, support semantic understanding and contextual search. When users enter fuzzy keywords, the system can recognise their potential intent, correlate related keywords, and lead to more accurate results. For example, searching for "professional course notes" can also search for relevant documents labelled as "principles of communication".

Secondly, the platform should establish a multi-dimensional filtering and sorting mechanism to provide powerful filtering and sorting functions. Users can accurately filter by file type, creation/modification date, file size, label, source, access frequency and other dimensions, and support sorting by relevance, time, size and other conditions, which can greatly improve the efficiency of locating the desired content in the huge information database.

3.2 Awakening of Self-Management Awareness and Action at the Subject Level

The assistance of technology eventually needs to be internalised into individual cognition and behavioural changes. To reduce the negative impact of digital hoarding on college students, it is necessary to strengthen their media literacy, and to awaken and enhance their own awareness and ability to manage digital information, so as to make digital information truly available to them.

3.2.1 Effective classification and management of digital information

For college students, facing the pressure of life and study every day, they have an urgent need for new knowledge and skills, and the vast amount of digital information in the network has great attraction to them. Therefore, for college students, only by learning to effectively classify and organise digital information can they improve their data management ability and learning efficiency[9].

First of all, it is necessary to actively and effectively classify the hoarded digital information, and rationalise the classification according to the information content, category, information value, frequency of use or classification criteria based on personal preference. On the one hand, it can make the originally cluttered digital space orderly. On the other hand, when tracing back the information, it can also be purposefully searched according to the classification, avoiding "looking for a needle in a haystack" and improving the learning

efficiency and utilisation of digital information.

Secondly, it is necessary to develop the habit of regularly checking the contents of the storage, and timely screening and cleaning of repetitive documents, clear and worthless information, and information that has already been mastered. For some photos, videos, chat records, etc., which carry emotional value, we should also learn to "cut off".

3.2.2 Selective storage based on needs

Under the media environment of extremely low cost of digital hoarding and huge amount of information resources, some users have the mentality of "may be useful" and "store it first", and collect the information they "encounter" without thinking about it. Some users have the mentality of "it may be useful" and "save it first", and collect the information they "stumble upon" without thinking, and a large amount of useless information is hoarded, leading to information overload in the digital space.

Therefore, it is necessary to selectively hoard based on needs and raise the storage threshold. Before saving any digital information, learn to assess its value by asking yourself, "Does this file meet my current or future needs in my academic life?" "Is it the optimal or only source to meet my goals?" After assessing the value of the file, only save high-quality information that directly serves the needs of one's studies, life, or goals, and closely align information storage behaviour with one's personal development path[10]. Many cases of "collections being left unused" occur precisely because individuals do not have clear needs and goals when collecting, and lose their rational judgement in "information encounters".

3.2.3 Self-discipline practice in digital performance

In the context of digital existence, the digital hoarding behaviour of university students is not only a form of information management, but also a kind of public or semi-public digital self-exhibition. By transforming digital hoarding behaviours into conscious self-regulatory practices, it can help them shift from disorderly accumulation to efficient knowledge management.

The public or semi-public display of resources creates a "visible endeavour" and strengthens the motivation for self-discipline. For example, joining a learning community to "hoard and punch cards" can strengthen self-discipline by using the "audience gaze". In the Douban "The

collection folder remains active" group, there are four parts: "clean up hoarding", "the experience of clean up hoarding", "the sharing of clean up hoarding" and "help each other in cleaning up hoarding". College students can choose to use this platform to "blow off dust", count their collection on various platforms, and urge themselves to clean up in a timely manner by visualising their organising behaviour[11].

This practice not only optimises the effectiveness of personal information management, but also shapes the identity of rational digital citizenship in digital performances, making digital hoarding behaviour itself a symbol of self-discipline.

3.2.4 Quality-first rational hoarding

Under the multiple influences of "hoarding is possession" and the fear of missing out, as well as the convenience of one-click collection on platforms, college students have been happily expanding their digital space, but in the end, it results in information overload, which in turn increases information management anxiety and reduces learning efficiency, which is counterproductive. Therefore, in the process of digital hoarding, it is necessary to replace quantity with quality to achieve rational hoarding.

First of all, we must fundamentally change the concept of digital hoarding, from the pursuit of hoarding quantity to the pursuit of hoarding quality. In the face of the information explosion in the digital era, it is necessary to establish a multi-dimensional value evaluation system, from the quality of the information level of the gatekeeper[12], aware of the number of hoarding is not the more the better, alert to the "hoarding that is the possession of" "hoarding that is the mastery of" the misunderstanding.

Secondly, it is necessary to strengthen the awareness of information processing. Information overload largely stems from only hoarding but not digesting. College students should develop the habit of active processing of important information, and think about and internalise the contents of the collection in a timely manner, such as writing summary notes after reading, refining the core viewpoints, establishing a personal knowledge base, and transforming the original information into a structured and internalised personal knowledge system. At the same time, to avoid the "hoard first, look later" mentality, can be read at the same time to read the information in a timely manner, to avoid collectors being left unused.

4. Conclusion

This paper takes the logic of Media Affordances of "subject + object" as an entry point, and deeply analyses the influencing factors of digital hoarding behaviour of college students nowadays.

From the object level, under the empowerment of the media, the media technology and platforms provide Production Affordances at the level of information production, Social Affordances at the level of sharing and connection, and Mobile Affordances that breaks the time and space limitations, which provides a possibility for users' digital hoarding behaviour. From the perspective of the subject, factors such as the psychology of perceived usefulness and fear of missing out, the illusion of "hoarding is possession", and the goal orientation under the merit society have continuously strengthened users' digital hoarding behaviour in the interconstruction with the object. In addition, by expanding the framework of Media Affordances, it is analysed how users engage in affective hoarding based on emotional elements.

The information overload brought about by digital hoarding behaviours can exacerbate the burden of information anxiety and management in the college student population. Therefore, this paper proposes feasible countermeasures on how to guide college students to get rid of the distress caused by digital hoarding and effectively guide them to establish healthy digital information management habits. At the object level, the platform, as the main carrier of digital information, must guide users to achieve efficient information management by realising features such as labelled classification and intelligent reminders, optimised intelligence and multi-oriented keyword search. At the subject level, we should awaken the self-management consciousness and action of college students, improve media literacy, achieve effective classification and management of digital information, learn to evaluate, think and internalise digital information, and rationally store and hoard based on demand and quality, and at the same time, we can use social media platforms to conduct self-regulatory digital exhibitions, so as to better supervise our own digital hoarding behaviours, and let the digital information be truly used for ourselves.

The assistance of technology ultimately needs to

be internalised into individual cognitive and action changes, and only through a dual-track approach can we help colledge students to navigate the information flood and enhance their core competitiveness and sense of well-being in the digital era.

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