“Immediate, short-term effects are mainly the result of priming existing knowledge structures, such as various types of schemata

and scripts (see Bushman & Huesmann, 2006). Priming processes require only (a) a person who already has at least a few welldeveloped aggression scripts and (b) brief exposure to a video game that requires violent action. There need be no surface-level similarity between the violence in the video game and the aggression measure, as long as the person’s aggression scripts have been activated. That is, the game characters do not need to be similar to the player or the player’s later real-world target, and the violence in the game does not need to be similar to the player’s real-world aggression options. Once aggressive scripts have been activated, additional exposure to the violent video game is unlikely to have more than a minimal impact on later aggressive behavior. If priming of existing knowledge structures is the main process underlying an observed increase in aggression following video game play, playing the randomly assigned games for 15 min versus 30 min should make little difference, all else being equal.

Short-term effects might also reflect mimicry or observational learning of new behaviors and of new beliefs about their likely success. If the main process underlying an observed short-term violent video game effect is such mimicry/observational learning, greater exposure to the violent game (e.g., 30 vs. 15 min) should lead to better learning of the new aggression script and, in the right circumstance, to larger increases in aggression. The context most likely to favor this type of short-term effect is when the participants do not already have well-learned aggression scripts (e.g., very young children); when the aggressive behavior being modeled in the game is novel; and when the aggressive behavior test situation closely resembles the video game in terms of the characters, the provocation, and the possible aggressive action that is available to the participants. Such conditions are rarely (or never) encountered in the existing violent video game experiments, which is why most video game violence researchers believe that the existing short-term effects are mainly the result of priming effects (e.g., Anderson et al., 2003, 2007; Bushman & Huesmann, 2006; Kirsh, 2006; Krahe´, 2001).” Anderson et al., 2010, p. 155

“Violent media increase aggression by teaching observers how to aggress, by priming aggressive cognitions (including previously learned aggressive scripts and aggressive perceptual schemata), by increasing arousal, or by creating an aggressive affective state.” Anderson & Bushman, 2002, p. 355

“Long-term increases in children’s aggressive behavior are now generally agreed to be a consequence of the child’s learning scripts for aggressive behavior, cognitions supporting aggression, and aggression-promoting emotions through the observation of others behaving violently. This observational learning generally requires the repeated observation of violence. On the other hand, short-term increases in children’s aggressive behavior following the observation of violence are owing to 3 other quite different psychological processes: (1) the priming of already existing aggressive behavioral scripts, aggressive cognitions, or angry emotional reactions; (2) simple mimicking of aggressive scripts; and (3) changes in emotional arousal stimulated by the observation of violence. Neuroscientists and cognitive psychologists posit that the human mind acts as an associative network in which ideas are partially activated, or primed, by stimuli that they are associated with. (Fiske & Taylor, Fiske ST, Taylor SE. *Social Cognition.* Reading, Mass: Addison-Wesley; 1984.)” Bushman & Heusmann, 2006, p. 348-349