

	<i>Fantasy</i>	<i>Rules/ Goals</i>	<i>Sensory Stimuli</i>	<i>Challenge</i>	<i>Mystery</i>	<i>Control</i>
Descriptors	Imaginary or fantasy context, themes, or characters	Clear rules, goals, and feedback on progress toward goals	Dramatic or novel visual and auditory stimuli	Optimal level of difficulty and uncertain goal attainment	Optimal level of informational complexity	Active learner control
Related research	Cordova & Lepper, 1996; Driskell & Dwyer, 1984; Malone, 1980, 1981; Malone & Lepper, 1987; Parker & Lepper, 1992	Driskell & Dwyer, 1984; Lepper & Chabay, 1985; Malone, 1980, 1981; Ricci, Salas, & Cannon-Bowers, 1996; Schloss, Wisniewski, & Cartwright, 1988; Thurman, 1993	Hereford & Winn, 1994; Lepper, 1985; Malone, 1980, 1981; Rieber, 1991; Surber & Leeder, 1988; Thurman, 1993; Wishart, 1990	Elliot & Harackiewicz, 1994; Lepper, 1985; Lepper & Chabay, 1985; Lepper, Woolverton, Mumme, & Gurtner, 1993; Malone, 1980, 1981; Thurman, 1993; Whitehall & McDonald, 1993; Wishart, 1990	Day, 1982; Lepper, 1985; Loewenstein, 1994; Malone, 1980, 1981; Malone & Lepper, 1987; Terrell, 1990; Thurman, 1993	Cordova & Lepper, 1996; Hannafin & Sullivan, 1996; Kinzie, Sullivan, & Berdel, 1988; Reigeluth & Schwartz, 1989; Simons, 1993; Steinberg, 1989; Wishart, 1990