

## **Rewards–based learning (intangible/tangible) through e–learning environment and their impact on developing academic achievement, cognitive engagement, and behavioral commitment to learning.**

The current research aims to find the impact of rewards–based learning (intangible/ tangible) through an e–learning environment on developing academic achievement, cognitive engagement, and behavioral commitment to learning. The research used both the descriptive and the experimental approaches, and the research sample consisted of (72) male and female students at the second level in the instructional technology specialist preparation program at the Faculty of Specific Education, Fayoum University. They were randomly divided into two equal experimental groups. The first group used the intangible rewards type, and the second group used the tangible rewards type. The e–learning environment was developed with two types of rewards (intangible/tangible) considering Al–Gazzar's (2014) instructional design model and reviewed design standards. An academic achievement test was prepared to measure achievement, a scale to measure cognitive engagement and a method for measuring behavioral commitment to learning. The results indicated that there were statistically significant differences between the two groups in achievement, cognitive engagement, and behavioral commitment to learning in favor of the students of the second experimental group that used the tangible rewards type.