The purpose of this study is to investigate learners’ motivation when integrating a gamified instant response system (IRS) with a smart lecture capture in an Economics classroom at a university in Taiwan. One hundred and one students participated in an 18-week Economics I course consisting of three 1-hour sessions per week between academic years 2018 and 2019. The Motivated Strategies for Learning Questionnaire (MSLQ) was used to assess students’ motivational orientation at the beginning and end of the semester. It is concluded that this instructional approach has the potential to both increase and decrease student anxiety and gamified IRS should take into account both intrinsic and extrinsic motivation.

Keyword: Gamification, Smart Lecture Capture, Learning Motivation, Economics Introduction