Learning driven by student curiosity is more difficult in a setting such as College Algebra, where students typically have lower morale for learning math effectively. In College Algebra, students attempt to replicate specific example problems solved by their instructor in lecture on homework, quizzes, and tests. For some students, the result is a shallow understanding of the material as a whole and a lack of creativity to be able to solve problems in a higher-level course such as Calculus. The purpose of this talk is to propose a general guideline for understanding the problems of students in College Algebra and addressing these problems using some IBL techniques. Here are some noted problems framed as student responses: "I hate/am not good at math", “Can I cancel these?”, "I don’t know how to start this”, and "This problem wasn’t on the homework/practice quiz, so I didn’t know how to do it on the quiz/test”. We will propose some learning techniques to help students tap into their curiosities without relying solely on teacher intervention to solve problems as is true to the IBL style of learning. We will also discuss some results of implementing some strategies in a blackboard section of College Algebra in Fall 2019 at the University of Iowa. (Received September 17, 2019)