In math courses, the dominance of lectures is well-known, and this presents a conundrum for students in that they are not in as much control of their learning as would be optimal. Students should be led to develop their own learning management through such actions as setting their own goals, learning perseverance in mathematical tasks, and developing and maintaining an interest in mathematics.

In this presentation, the author will discuss attempts to motivate students in enhancing their own mathematical engagement. Successes as well as endeavors which were not successful will be discussed as will thoughts on improving and adjusting these endeavors. (Received September 16, 2014)