Abstract: Over the past three semesters, I have been investigating epistemo-
logical expectations of students in an introductory physics course sequence with
a predominant population of life and health science majors. Certain pedagogical
aspects of learning physics, such as problem solving, require appraisal of stu-
dents’ expectations for the course in this light in order for the intended cognitive
approach to be effective. However, UCA’s two-course algebra-based introducto-
ry physics sequence typically contains a predominant population of life science
majors and health science majors, who hail from two different colleges with
different pedagogical expectations. I will discuss a cooperative group problem
solving exercise, which includes individual metacognitive reflections on the solu-
tion performance, and data I have been collecting with regard to both cognitive
performance and student expectations of the course material. One focus will be
on the two different student populations in respectively the life sciences and
health sciences. Discussion will be related to future plans to analyze a potential
correlation between cognitive measures and physics expectations measures.