

**Dear Readers,**

I am very happy to announce that the second issue of the IJRTE is available at webpage <http://ijrte.eab.org.tr> In this issue 5 articles are included.

In the article entitled **“Application of Task Analysis Method to Physics Laboratory Experiments”** by Sema ÇILDIR from Hacettepe University, Turkey emphasizes the importance of lab studies for science courses such as physics where abstract concepts are frequently used. She also points out the necessity of renewing the guidelines that are of great help for students in comprehending and performing the experiment and making adjustments to meet the changing needs of the students. In this study, task analysis method is covered to be used in experiment guidelines.

The second article entitled **“Case Study on Interdisciplinary Teaching Approach Supported by Project Based Learning”** by Melek DEMİREL from Hacettepe University, Turkey and Yelkin DİKER COŞKUN from Yeditepe University, Turkey investigates the effectiveness of the application of interdisciplinary teaching approach by administering a logical thinking skills test (GALT), interviewing parents, teachers, and students twice before and after the application and administering questionnaire to teachers at the school about interdisciplinary teaching approach. The results of the interview reveal an agreement on the contribution of interdisciplinary projects to development of the ability of making connections between previously learned concepts, transferring what has been learned, and using the computer effectively as well as development of problem-solving, logical thinking, and communication skills.

The third article entitled **“An investigation of the relationships between achievement goals, self-deception, and submissive behavior”** by Ahmet AKIN from Sakarya University, Turkey aims to examine the relationships between achievement goals, self-deception, and submissive behavior. In the study Achievement Goal Orientations Scale, Self-deception Subscale of Two Dimensional Social Desirability Scale, and Submissive Acts Scale were used as measures. The results show that learning-approach goals are positively related and performance-avoidance goals are negatively related to self-deception. Also learning-avoidance and performance-approach/avoidance goals are associated positively with submissive behavior.

The fourth article entitled **“Freshman and Senior Pre-service Mathematics Teachers’ Attitudes Toward Teaching Profession”** by Davut KÖĞCE, Mehmet AYDIN, and Cemalettin YILDIZ from Karadeniz Technical University, Turkey aims to compare the attitudes of freshman and senior pre-service teachers in an elementary mathematics education program toward teaching profession and to reveal the kind of relationship between these attitudes. This case study concludes that the attitudes of freshmen and senior pre-service teachers toward teaching profession showed statistically significant difference in terms of several variables favoring senior pre-service teachers.

The fifth article, **“Capturing Educational Change in Conceptual Metaphors: Implications for Teacher Education”** by Teresa SIEK-PISKOZUB from Adam University Mickiewicz, Poland and Ariadna STRUGIELSKA from Nicolaus Copernicus University, Poland, investigates some major changes in Polish socio-economic and educational life in relation to their possible impacts on learners’ and teachers’ educational concepts. Utilizing the guidelines of Conceptual Metaphor Theory the researchers examined the coherence patterns in the collected data. The study reveals that the Polish educational system is in a transitional stage.

I would like to express my gratitude and sincere thanks to all contributors and our editorial board members, especially Dr. Ece Zehir Topkaya, and the referees who have contributed greatly with their helpful comments and valuable reviews.

We also welcome your contributions for the future issues.

**Editor-in-chief**  
**Prof. Dr. Dinçay Köksal**