This paper analyses basic principles that guide media selection and use in instruction. It is observed that the principles of media use in education involve inventiveness on the part of the instructors, because they have to apply media in instruction to achieve results and instructors need to be highly knowledgeable and inventive in their application of media in instruction. The major principles are discussed and they include. The principle of learner characteristics where the instructors need to assess the entry behavior of the learners and ascertain the level of understanding of their learners before making a decision to use a particular type of media. The principle of appropriateness argues that the diversity of the media used in instruction should also depend on the number and variety of the instructional objectives. It is clear that media use is both complementary and supplementary to other methods of teaching. It should be encouraged through training institutions. The shortcomings of media use can be overcome by prior preparations and proper storage methods like simple mounting techniques applied so they can be used for a long time. The challenge of cost can be addressed through encouragement of teachers to use readily available local materials to develop or improvise media.
INTRODUCTION
Almost everything through which information can be transmitted from any source of information to any recipient is a medium, in plural, media. Media include print, audio, visual, audio-visual and real objects. Books and newspapers are categorized as print media. While audio has tapes and radio; Maps, graphs, pictures and charts constitute visual media. There are also audio-visual media, such as television and cinema. Real media are such as objects and human beings.

Principles of media use in education involve inventiveness on the part of the instructors, because they have to apply media in instruction to achieve results. Instructors need to be highly knowledgeable and inventive in their application of media in instruction. To be knowledgeable entails making decisions and planning about what to do and even what to say as they use any type of media. What to do is exemplified in the objectives, methods, and content that instructors choose to use with media. The media then will act as a supplement to the teachers’ teaching and students’ learning process. Hence, for any instruction to be effective, certain principles have to be followed to guide the use of media in education. According to the Oxford Advanced Learner’s Dictionary (2005), a principle is defined variously as a rule or a strong belief that influences one’s actions, or a law, a rule or a theory that something is based on a belief that is accepted as a reason for acting or thinking in a particular way. According to Collins Dictionary (2003), a principle means a general or fundamental truth or any generalization that provides a basis for reasoning.

From the foregoing definitions, it can be deduced that a principle is a rule or theory that is accepted to be the reason behind particular actions. In the field of education in general, and curriculum and instruction in particular, certain principles guide the selection and use of media. Some of the major principles of media use are discussed as follows:

The principle of learner characteristics
The instructors need to assess the entry behavior of the learners and ascertain the level of understanding of their learners before making a decision to use a particular type of media (Wilkinson, 1980). Thus any media should be selected for use in instruction if it conforms to the age, ability and capability of the learners. The learner should be psychologically ready for the content that is assisted by the media used. Learners should be able and ready to operate the media. Because it is from learner characteristics that objectives for instruction are based, it follows that any media selected for use must be relevant to the instructional objectives set (Wilkinson, 1980). Thus the media should be introduced and the objectives to be realized by using the media stated. For example, if a teacher chooses to use an illustration of a photograph, a painting, a diagram or a map, the aim is to communicate an idea or ideas that are abstract to the learners. An
illustration will make an abstract idea more vivid (Mukwa, 1986). If the objective derived from the learner characteristics is that by the end of a lesson on safety on the road the learners in std. 7 should be able to identify road signs that are regulatory from a vast number of other road signs; then diagrams of road signs can be used. Depending on the age level of the learners, tape recorded explanations can accompany the use of the diagrams so that if the learners already have skills in drawing, then the objective may state that they identify by drawing the signs (Mukwa, 1986). But if the learners are young they may be expected just to point at the road signs following the tape recorded explanations. Learners’ experiences should determine the media to be used (Dorr, 1986). For instance, use of television can be very appealing to urban learners.

Students’ individual interests also determine the media to be used (Taylor, Robert P. 1980). Even learning styles of students determine the media (Reiser, 1981). For example, those who enjoy reading, the books can do, but slower readers may require the teachers to correlate print with audio-visual.

The principle of appropriateness
The diversity of the media used in instruction should also depend on the number and variety of the instructional objectives (Brown, et al 1977). That is, they should match the learning experiences aimed at achieving the objectives set. In brief, this principle requires that any media used and the way that they are used should be determined by what the students are expected to know, how they are expected to behave and what level of accomplishment they are to achieve (Nigg, et al 1980). For example, in the case of the objective on identifying regulatory road signs, if the learners need to draw and explain the signs then video taped material that includes motor vehicles can be used to present the information. Thus the media should help learners to acquire the behavior that the teacher wants them to exhibit.

Media should be appropriate to the nature of the learners (Turker, 1986). For example, audio-visual media is appropriate for use with large groups of learners whereas the computer is appropriate for individualized learning. Audiotapes can be appropriate for small groups of learners.

The principle of reinforcement
Students can be repeatedly exposed to the media in use to achieve active learning (Mukwa, 1986.) For example, repeated exposure of learners to visual media will enhance and reinforce learning. In such instances photos and pictures of same objects can be used to emphasize similarities in appearances. Similarly, audio taped sounds of animals can be played simultaneously with display of their photos or pictures for learners to learn the sounds produced by the animals.

The principle of teacher preparedness
A variety of techniques can be used by the teacher to support his teaching. The teacher must
understand the abilities, attitudes and appreciation that are to be developed in the learners and select valid media and plan for media use in an efficient manner that can influence learners in a desirable way. The method of presentation chosen by the teacher should determine how the media is used. For example, timing in showing a picture is an important technique. A picture should not be displayed in the classroom for a longtime since it may distract the learners’ attention (Brown, et al., 1983).

**The principle of relevancy**

Base the media on the course and topic being taught i.e. the media should focus attention and convey information contained in the topic. For example, audio media can be used to teach learners how to use the radio or how to listen to episodes. It should also add variety to the topic of instruction. This way the learners may acquire practical experience and improve the data that they may use in learning. The use of any form of media should be introduced to the learners clearly so that they are prepared for their activities as they use the media. E.g. introduce why they should use that particular media and what they are expected to do. It should reflect their concerns and problems e.g. it should be related to specific problem solving.

**The principle of technical quality**

The ability to control equipment and physical facilities by both the teachers and the learners is important. The environment should be prepared for proper utilization e.g. lighting and other conditions under which media are to be used. The media should also be simple and interesting. For example, visual media like cartoons can interest learners and add quality to learning.

**The principle of guidance to the learners**

Review the experiences of learners by asking questions for response from learners. These can take the form of follow up activities. The follow up activities can be planned for instruction using relevant media. For example, audio tapes can be used to tape the teacher’s instructional process and eventually the taped voice used to provide follow up revision for the learners.

**The principle of continuous evaluation**

Teachers should subject both media and other techniques to continual evaluation. Judge the worth in terms of learning objectives attained. Media have to be evaluated in order to ascertain their effectiveness in meeting the requirements of the users. In Kenya media evaluation is done by the Kenya Institute of Curriculum Development and the equipment Production Unit (SEPU). When the materials reach school level they require the subject teachers who are knowledgeable in the specific subjects to choose media that conform to the objectives of the various topics in the subject areas. Evaluation of media is necessary because it is the only way to ensure that resources available meet the requirements of the users. To meet the
requirements of users means finding out if the desired change of behavior in the learners has occurred following the use of media. Since media is used to facilitate learning, they need to be continuously evaluated basing on appropriateness to subject, topic, grade and age level of learners. Media need to be evaluated so as to eliminate outdatedness and conform to current requirements of learners.

**The principle of cost**

Media should be affordable. They should also be chosen after considering if the cost is worth the potential learning from the media. For example, for learners to learn parliament proceedings, a film could be suitable and the cost worth the learning benefited from it. Affordability and availability can go hand in hand to ascertain that the media to be used is conveniently acquired.

**Challenges of Media Use in Instructional Process**

Although media can be used with ease for effective teaching and learning depending on the knowledge and experience of the teachers, their use and application can easily be influenced by teachers’ background and familiarity with them (Rhoades, et al 1980). Personal preferences very often influence the choice and use of media; which may lead to limited variety and haphazard application (Rhoades, et al 1980). Teachers tend to depend on mediated teaching and yet mediated teaching or learning should supplement the teachers’ role and not replace the teacher (Clark, R.E.1980).

Media use tends to be fixed and rigid. It does not respond to change of content. As such if the media are not well planned they can be misleading and destructive (Mukwa C.W, 1986). Media is definitely disadvantageous to the physically challenged learners. Institutions like universities where the physically challenged attend same classes with the rest of the learners are faced with the challenge of differential treatment of their learners (Abenga, et al n.d).

Some media is costly. Many times the high cost of media hampers standardization. Kenya’s school curriculum keeps changing (Shiundu and Omulando, 1992). Changes in the curriculum make the existing media irrelevant.

**Conclusions and Recommendations**

It is clear that media use is both complementary and supplementary to other methods of teaching. It should be encouraged through training institutions. The shortcomings of media use can be overcome by prior preparations and proper storage methods like simple mounting techniques applied so they can be used for a long time. The challenge of cost can be addressed through encouragement of teachers to use readily available local materials to develop or improvise media. Through provision of qualified personnel knowledgeable in selection, use and storage of media, many challenges facing the use and application of media in instruction could be solved.
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