We Need to Talk, Again

Objectives

Explain how transport layer protocols and services support communications across data networks.

In this activity, given a scenario, you will determine whether high-reliability messaging should be used. You will focus on whether the final message is complete, correct, and delivered in a timely manner

Background/Scenario

Note: It is important that the students have completed the Introductory MA for this chapter. This activity works best in medium-sized groups of 6 to 8 students.

Your instructor will whisper a complex message to the first student in a group. An example of the message might be "We are expecting a blizzard tomorrow. It should be arriving in the morning and school will be delayed 2 two hours so bring your homework."

That student whispers the message to the next student in the group. Each group follows this process until all members of each group have heard the whispered message.

Here are the rules to follow:

- You can whisper the message in short parts to your neighbor AND you can repeat the message parts after verifying your neighbor heard the correct message.

- Small parts of the message may be checked and repeated again (clockwise OR counter-clockwise to ensure accuracy of the message parts) by whispering. A student will be assigned to time the entire activity.

- When the message has reached the end of the group, the last student will say aloud what was heard. Small parts of the message may be repeated (i.e., re-sent), and the process can be restarted to ensure that ALL parts of the message are fully delivered and correct.

- Your instructor will repeat the original message to check for quality delivery.

Reflection

1. Would the contents of this message need to be clear and correct when you received them, if you were depending on this message to drive your personal/business calendar, studying schedule, etc.?

2. Would the length of time taken to deliver the message be an important factor to the sender and recipient?

3. Compare the Introductory Modeling Activity of this chapter to this activity. What differences do you notice about the delivery of the message?