EPSY 5261 was primarily developed around 2012 – 2014 by students and instructors in the statistics education program at the University of Minnesota, which closely follows the Lock5 curriculum.

I have made several minor changes to lectures and activities in both the in-person and on-line sections. However, I have taught the online section more times than the in-person section, and thus have made more substantive changes.

Included here is an example of an original activity I developed to replace the existing module introducing students to hypothesis testing. This activity was developed for the on-line section, and I plan to adapt it for the in-person section in the near future. I have also included a short summary of the readings and videos I provide students to guide them in these activities.

Both activities are designed to have students think of the random process that null hypotheses represent, and to be able to clearly and fully specify null models. This approach aims to develop students’ reasoning of null models as a data generating process. The intentional use of the word “hypothetical” in association with the null model is meant to conform to the logic of hypothetico-deductive confirmation upon which the logic of significance testing in the classical school of statistics is based.