

This author hopes that this discussion of p-values stirs the statistical education community to do a thorough self-evaluation of its course content and teaching. The normative misuse of p-values as a simplistic one-size-fits-all decision rule has always been problematic, and it is our community's responsibility to teach why using the p-value in this way is problematic. It is also our responsibility to teach more suitable alternatives (for example, Bayesian decision-theoretic methods) despite the difficulty of doing so. To date, we in the statistics education community have been resistant to this consideration, instead focusing on finding conceptually easier ways of producing p-values (for example, resampling and randomization methods), hence missing the bigger problem and perpetuating misuse.

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