Statistical educators have recognized that conceptual understanding is an important goal in Introductory Statistics. Inadvertently, in pursuing this goal I have discovered that emphasizing statistical methods as a means of knowing galvanizes student attention and motivates them to reflect on the work that they are doing. Students engage with discussion about the basis of a claim to knowledge and the limitations of that knowledge in a given context. In particular, a strong emphasis on the logic of the falsifiability of beliefs has improved student performance and understanding with respect to hypothesis testing. (Received September 18, 2015)