

Abstract

The present study includes a set of experiments on children's understanding of "knowing how" and "knowing that" for self and other. It was conducted with seventy-two 3-, 4-, and 5-year-old preschool children in Hong Kong, China. Children were asked to judge their own states of knowing as well as that of others at critical phases of the tasks: (1) Pre-exposure; (2) Post-exposure; and (3) Post-performance. Our results reveal a clear developmental progression in children's understanding of "knowing how" and "knowing that," regardless of self or other. In general, children demonstrated better self-understandings than other-understanding, regardless of "knowing how" or "knowing that." Moreover, children's understanding of "knowing that" preceded their understanding of "knowing how" despite variations among experiments. Furthermore, children's interpretation of "knowing how" and "knowing that" proceeds from an early sense of distinctive use of performance outcome to later appreciation of the significance of informational access in the formation of knowledge.