

Comparing Empathy in Rogerian Argumentation: Analyzing Student Writing and ChatGPT Using DICTION 7.0

Dr. Daniel R. Fredrick

American University of Sharjah, Sharjah, United Arab Emirates

Abstract:

In this study, I examine the level of empathy in student writings versus responses generated by ChatGPT, with a focus on Rogerian argumentation concerning contentious social issues. Utilizing DICTION 7.0, a text analysis program, I have customized dictionaries to specifically assess empathetic expressions and the structural elements of Rogerian argumentation, which emphasizes acknowledging and understanding opposing viewpoints. The analysis draws upon essays from students and equivalent outputs by ChatGPT, aiming to discern variations in empathetic engagement. The goal is to determine which of the two, students or ChatGPT, more effectively employs empathy in crafting arguments that recognize and consider conflicting perspectives. This comparative study highlights the potential of AI in supporting writing pedagogy that enhances critical thinking and empathetic skills in argumentative discourse.

Keywords:

DICTION 7.0, ChatGPT, empathy, Rogerian argumentation, text analysis, student writing, artificial intelligence.