Peer Review Report

REVIEWERS:

Andre Gustavo Carvalho Machado (Universidade Federal da Paraíba, Brazil)
And one anonymous reviewer.

ROUND 1

Reviewer 1 report

Reviewer: Andre Gustavo Carvalho Machado
Date review returned: June 04, 2019
Recommendation: Minor revision

Comments to the authors

Título e Resumo

Sugiro não traduzir o termo "Design Thinking" para o português.

Introdução

Os autores apresentam uma boa contextualização da temática, esclarecendo elementos críticos que serão abordados no artigo.

Sugiro, entretanto, a construção de pelo menos mais um parágrafo que tenha o intuito de melhor discutir e esclarecer o problema de pesquisa no contexto desenvolvido.

Embora os autores tenham apresentado a contribuição do artigo, esta ficou genérica e retrata, superficialmente, a potencialidade dos resultados. Sugiro, portanto, responder: o que torna este artigo diferente dos demais e merecedor de ser selecionado para publicação?

Referencial Teórico

Conquanto os autores descrevam as características das abordagens selecionadas, sugiro incluir uma análise crítica a respeito dos achados atuais das pesquisas e lacunas ainda não preenchidas sobre os assuntos retratados, de modo que o leitor possa situar o propósito do estudo no contexto acadêmico e ter uma compreensão do que se está pesquisando e o que ainda se deve pesquisar. Considerando o número de referências e os anos de publicação, sugiro incorporar obras mais recentes (últimos cinco anos) ao texto desenvolvido.

Metodologia

Os procedimentos metodológicos apresentam, adequadamente, os critérios abordados para seleção da empresa e dos sujeitos da pesquisa; os procedimentos para coleta de dados e o processo de análise. Diante dos propósitos do estudo, sugiro esclarecer: por que a pesquisa é entendida como exploratória? Em qual período foi realizada a pesquisa? O que foi questionado aos estudantes? As categorias adotadas no roteiro (script) dos gerentes foram as mesmas dos professores? Novas categorias emergiram dos resultados?

Resultados

Os resultados são bem construídos e as figuras contribuem para ilustrar os argumentos e descobertas dos autores. Apesar disso, percebe-se uma carência de análise crítica a favor de argumentos que confirmem a proposta do artigo. Por exemplo: se a estratégia de meaning innovation não foi deliberada pelos gerentes, então como ela emergiu? Como o design thinking colaborou na criação da estratégia? A "autonomia" percebida pelos estudantes não seria própria de cursos on-line? O "propósito" último de qualquer organização que se preste a ofertar seus serviços de educação no ensino médio não é aprovar seus alunos em exames para ingresso no curso superior? Na medida em que o estudante é admitido em um exame (independente da escola que contribuiu para o sucesso), isso gera uma expectativa de transformação em sua vida e, muitas vezes, na melhoria da qualidade de vida. Logo, em que a organização estudada difere das demais no que diz respeito a isto?

Conclusões

O texto descreve, de forma sintética, os resultados alcançados, mas não esclarece em que e como as reflexões sobre as evidências avançam no que já está presente na atual literatura que embasa as temáticas desenvolvidas. Sugiro, portanto, incluir argumentos que conduzam a sanar estas deficiências, bem como apresentar as limitações do estudo e sugestões para futuras pesquisas.

Additional Questions:

Does the manuscript contain new and significant information to justify publication?: Yes

Does the Abstract (Summary) clearly and accurately describe the content of the article?: Yes

Is the problem significant and concisely stated?: Yes

Are the methods described comprehensively?: Yes

Are the interpretations and conclusions justified by the results?: Yes

Is adequate reference made to other work in the field?: Yes

Is the language acceptable?: Yes

Does the article have data and / or materials that could be made publicly available by the authors?:

Please state any conflict(s) of interest that you have in relation to the review of this paper (state "none" if this is not applicable).: NENHUM

Rating:

Interest: 1. Excellent

Quality: 2. Good

Originality: 2. Good

Overall: 2. Good

Reviewer 2 report

Reviewer 2 for this round chose not to disclose his/her review report.

Authors' Responses

Estou anexando ao processo de revisão uma planilha excell contendo as respostas detalhadas para cada um dos pontos levantados pelos revisores

Question	Answer	trecho adicionado	Posição no texto
o texto deve deixar mais claro e explícito já na introdução como o texto contribui para a literatura, ao resgatar o Estado da Arte, e eventuais lacunas na literatura.	Os parágrafos introduzidos em reposta às questões levantadas pelos 2 revisores, particularmente em relação à categorização do Descomplica como uma plataforma tecnológica e quanto ao ineditismo de usar a meaning innovation para analisar um on-line educational service, atendem à questão levantada pelo editor	According to Magistretti, Dell'Era & Verganti (2019, p.737), cultural insights is "is the capacity to spot and sense emerging cultural trends". One of the most impactful trends is the proliferation of technology platforms in almost all economic sectors, including EdTechs (Cornelissen & Cholakova, 2019). Recent studies have highlighted the virtues of the gig economy in education, completely disregarding the impacts of freelance relationships on the teacher profession and on curriculum content design (Olga, Julian, & Vladik, 2019). Nonetheless, the use of meaning innovation to critically evaluate online service platforms, especially in Brazilian education context, remains unexplored in the scientific literature (De Goey, Hilletofth & Eriksson, 2019). This article's singular contribution to DT theory and practice is to explore the relationship between the meaning created in on-demand education platforms and the symbolic impact on students' subjectivity regarding education. Another important contribution to meaning innovation theory and practice was to apply a survey roadmap workshop conducted by Verganti & Oberg (2017) that, to the best of our knowledge, is still unexplored in the scientific literature. Although the impact of gig economy in labor relationship is a hot topic in education (Means, 2018) we do not intent to discuss these effects in this article.	Pg 6, 2nd paragraph, pg 7, last paragraph
os autores devem explicitar os cuidados tomados para assegurar a validade dos resultados obtidos, em que pese tratar-se de um texto apoiado em abordagem qualitativa.	Ok. Introduzimos um parágrafo ao final da metodologia esclarecendo os cuidados tomados	To assure the quality and validity of data collected and results obtained we took the following precautions (Creswell, 2003; Denzin & Lincoln; 1994; Guba & Lincoln, 1989; Miles & Huberman, 1994): i) problematize the phenomenon in order to allow data collection in the field and its refutability; ii) select a theoretical framework that allowed an adequate framing of the problem and a dialogue with the data collected in the field; iii) Apply the narrative method to allow an hermeneutics epistemology; iv) Provide a rich and detailed description of data collection procedures and of the coding process; iv) Organize the discussion sections in accordance to research objectives; v) Triangulate the evidence collected within the chosen method by confronting the managers 'narratives with the students' narratives; vi) triangulate the concepts of meaning and radical innovation in DT theory with the concepts of meaning and radical innovation of SOI discussions; vii) triangulate researchers' interpretations through a consensus-building process; viii) Critically reflect about the factors that could influence our interpretation and results.	pg 15, last paragraph
Sugiro não traduzir o termo "Design Thinking" para o português.	Ok	Design Thinking como Criação de Significado: O Caso do Descomplica	Titulo e resumo

Question	Answer	trecho adicionado	Posição no texto
Sugiro, entretanto, a construção de pelo menos mais um parágrafo que tenha o intuito de melhor discutir e esclarecer o problema de pesquisa no contexto desenvolvido.	A categorização do Descomplica como uma on-line education service platform e a breve discussão a respeito do que o caso poderia desvendar explica o contexto que nos moveu a formular a questão de pesquisa	The research problem emerged from the curiosity provoked by intriguing questions. As a technology intermediary Descomplica seemed to be designed to provide, at affordable prices, online educational content to students when they want, in any place and without delay, focusing its value proposition on autonomy (Kim, Park & Lee, 2019, p.227). As a technology intermediate, Descomplica could also adopt the characteristics of gig platforms regarding labor relationships, such as freelancer teachers, stressing that students could have access to the best teachers available in the market (Vallas & Schor, 2020). Even though, Descomplica stated to be different from other educational platforms because it develops new languages in order to connect teachers with students' needs and emotions. Since "the more a platform's value proposition hinges on social interactions, the more important it is to provide expressive trust cues" to customers (Hesse et al., 2020, p.5146), Descomplica's narrative could have been designed to fill student's expectations regarding the capabilities demanded by job markets in contemporary capitalism, such as meritocracy, entrepreneurship, freelancing and project-based work skills (Ratten & Usmanij, 2020), by-passing, as is usual in technology intermediaries (Frenken et al., 2018), federal regulations regarding curriculum content. Given its flexibility, agility and reach, Descomplica could impose serious threats to regulated education institutions, as with other startups that emerged from digital transformation. In fact, at the time the field research was carried out, Descomplica did not manifest the intention to enter in the regulated education market. However, in 2020 Descomplica decided to offer, undergraduate online courses, building upon the communication skills developed in preparatory courses (Lima, 2020). According to Magistretti, Dell'Era & Verganti (2019, p.737), cultural insights is "is the capacity to spot and sense emerging cultural trends". One of the most impactful trends is the proliferation of technology platforms in almost all economic sectors, including EdTechs (Cornelissen & Cholakova, 2019). Recent studies have highlighted the virtues of the gig economy in education, completely disregarding the impacts of freelance relationships on the teacher profession and on curriculum content design (Olga, Julian, & Vladik, 2019). Nonetheless, the use of meaning innovation to critically evaluate online service platforms, especially in Brazilian education context, remains unexplored in the scientific literature (De Goey, Hilletofth & Eriksson, 2019).	Pg 5 e 6
Sugiro, portanto, responder: o que torna este artigo diferente dos demais e merecedor de ser selecionado para publicação?	Ok	This article's singular contribution to DT theory and practice is to explore the relationship between the meaning created in on-demand education platforms and the symbolic impact on students' subjectivity regarding education. Another important contribution to meaning innovation theory and practice was to apply a survey roadmap workshop conducted by Verganti & Oberg (2017) that, to the best of our knowledge, is still unexplored in the scientific literature. Although the impact of gig economy in labor relationship is a hot topic in education (Means, 2018) we do not intent to discuss these effects in this article.	Pg 7
sugiro incluir uma análise crítica a respeito dos achados atuais das pesquisas e lacunas ainda não preenchidas sobre os assuntos retratados, de modo que o leitor possa situar o propósito do estudo no contexto acadêmico e ter uma compreensão do que se está pesquisando e o que ainda se deve pesquisar	ok	According to Magistretti, Dell'Era & Verganti (2019, p.737), cultural insights is "is the capacity to spot and sense emerging cultural trends". One of the most impactful trends is the proliferation of technology platforms in almost all economic sectors, including EdTechs (Cornelissen & Cholakova, 2019). Recent studies have highlighted the virtues of the gig economy in education, completely disregarding the impacts of freelance relationships on the teacher profession and on curriculum content design (Olga, Julian, & Vladik, 2019). Nonetheless, the use of meaning innovation to critically evaluate online service platforms, especially in Brazilian education context, remains unexplored in the scientific literature (De Goey, Hilletofth & Eriksson, 2019).	pg 6

Question	Answer	trecho adicionado	Posição no texto
Considerando o número de referências e os anos de publicação, sugiro incorporar obras mais recentes (últimos cinco anos) ao texto desenvolvido.	Ok. Foram incluidas 18 novas referencias publicadas dentro do periodo solicitado	Allen, S., Cunliffe, A.L. & Easterby-Smith, M. (2019). Understanding sustainability through the lens of ecocentric radical-reflexivity: implications for Management Education. Journal of Business Ethics, 154, 781-795. Hesse, M., Dann, D., Braesemann, F. and. Teubner, T. (2020). Understanding the platform economy: signals, trust, and social interaction. HICSS 2020 Proceedings, Maui, Hawaii, USA (2020), pp. 1-10. Schwellnus, C., Geva, A., Pak, M. and Veiel, R. (2019). Gig economy platforms: Boon or bane? OECD Economics Department Working Papers No. 1550. Available at: https://pdfs.semanticscholar.org/2f82/18abf1aa019289922196673facadec331f187.pdf Frenken, K., Vaskelainen, T., Fünfschilling, L., & Piscicelli, L. (2018). An institutional logics perspective on the gig economy. SocArXiv Papers. Retrieved from https://osf.io/preprints/socarxiv/uqn9v/ Gantman, E. R. (2019). Capitalism, social privilege and managerial ideologies. Routledge. Gröschl, S. & Gabaldon, P. (2018) Business schools and the development of responsible leaders: A proposition of Edgar Morin's transdisciplinarity. Journal of Business Ethics, 153(1), 185–195. Griffith, R., Lee, S. & Straathof, B. (2017). Recombinant innovation and the boundaries of the firm.International Journal of Industrial Organization, 50, 34-56. Kim. N., Park, Y., Lee. D. (2019). Differences in consumers' intention to use on-demand automobile-related services in accordance with the degree of personal interactions. Technology Forecasting and Social Change, 139, pp. 277-286. Ratten, V. & Usmanij, P. (2020). Entrepreneurship education: Time for a change in research direction? The International Journal of Management Education (in press). Doi: doi.org/10.1016/j.ijme.2020.100367. Vallas, S. & Schor, J.B. (2020). What do platforms do? Understanding the Gig Economy. Annual Review of Sociology, 46. Doi: 10.1146/annurev-soc-121919-054857. Means, A.J. (2018). Platform learning and on-demand labor: sociotechnical projections on the future of education and work. Learning, Media and Technology, 43(3), 326-338. Magistretti, S., Dell'Era, C., & Verganti, R. (2019). Evolution of Design Thinking Capabilities. In Academy of Design Innovation Management (pp. 1-14). Means, A.J. (2018). Platform learning and on-demand labor: sociotechnical projections on the future of education and work. Learning, Media and Technology, 43(3), 326-338. Painter-Morland, M., Demuijnck, G. & Ornati, S. (2017). Sustainable development and well-being: A philosophical challenge. Journal of Business Ethics, 146, 295-311. Savage, P., Geissdoerfer, M., Kharrazi, A. & Evans, S. (2019). The theoretical foundations of sociotechnical systems change for sustainability: A systematic literature review. Journal of Cleaner Production 206, 878–892. https://doi.org/10.1016/j.jclepro.2018.09.208 Siqueira, R. & Pitassi, C. (2016). Sustainability-oriented innovations: can mindfulness make a difference? Journal of Cleaner Production, 139, 1181-1190. De Goey, H., Hilletofth, P., & Eriksson, L. (2019). Design-driven innovation: a systematic literature review. European Business Review, 31(1), 92-114. Cornelissen J , Cholakova M (2019) Profits Uber everything? The gig economy and the morality of category work. Strategic Organization, 1-10. Kosheleva, O., Viera, J. & Kreinovich, V. (2019). From gig economy to gig education. Математические структуры и моделирование, 2(50). DOI: 10.25513/22228772.2019.2.10711.1	Ao longo do texto e nas referencias
Diante dos propósitos do estudo, sugiro esclarecer: por que a pesquisa é entendida como exploratória?	OK	We classify the research as exploratory because the problem investigates a complex and yet not clearly defined relationship between meaning innovation and online platform intermediaries' users' subjectivity	pg 3, 3rd paragraph
Em qual período foi realizada a pesquisa?	ok	Data collection occurred in November and December 2017 and was split in two phases	pg 13, 1st paragraph
O que foi questionado aos estudantes?	Ok	In relation to students, the questions where designed to capture their subjective experience with Descomplica.	pg 14, 1st paragraph

5

Question	Answer	trecho adicionado	Posição no texto
As categorias adotadas no roteiro (script) dos gerentes foram as mesmas dos professores?	Ok	We decide to use the same interviews scripts because, at the time the research was carried out, the main managers also acted as teachers, performing a double function	pg 13
Novas categorias emergiram dos resultados?	Ok. Esclarecemos os 2 construtos que emergiram indutivamente e indicamos por meio de trechos das narrativas dos professores e dos estudantes	During this coding process the, epiphany (teachers) and the hero teacher (student) constructs emerged inductively from narratives.	pg 14
Apesar disso, percebe-se uma carência de análise crítica a favor de argumentos que confirmem a proposta do artigo. Por exemplo: se a estratégia de meaning innovation não foi deliberada pelos gerentes, então como ela emergiu?	Não observamos um processo coletivo e consciente de criação de meaning innovation mas isso não significa que, ainda que intuitivamente, alguns elementos da meaning strategy estivessem presentes. Reescrevemos o paragrafo de modo a explicitar que o siginificado emergiu de um processo heuristico de alinhamnto à ideia do fundador de criar laços emocionais com os usuários	The data collected from the interviews with the managers revealed that there was no a collective meaning implementation strategy supported by structured methodologies or robust theoretical concepts. However, all managers recognized the purpose that guide Descomplica' strategy and actions. This alignment adheres to the role that the purpose plays in creating meaning in Verganti's (2013) model and can explain why Descomplica did not use, at the time the field research occurred, freelancer teachers and alleged that only contract teachers with skills and capabilities associated to Marco´s idea of education as an opportunity for all. Therefore we could say that the meaning strategy emerged from a heuristic process that engaged teachers to Descomplica's purpose of establishing emotional ties with students. According to data interpretation, a good part of this "opportunity" perception is developed through the trust in the content quality, the autonomy to customize their studying routine, and the use of a more humanized, funny and less mechanical methodology in the interaction with the students. The application of the meaning creation process as proposed in Verganti & Öberg (2017) can help understand the meaning strategy emerged.	Pg 18
Como o design thinking colaborou na criação da estratégia?	Ok. Incluímos um parágrafo para deixar esta questão mais clara	Based on Johansson-Sköldberg; Woodilla & Çetinkaya (2013) taxonomy, we could say that designerly thinking helped Descomplica's strategy in two ways. First, promoting a radical innovation in the meaning of formal education to attract and retain young students. For instance, the epiphany moments experienced by users, when they suddenly understand a subject usually considered by them very difficult or boring. Secondly, using DT as an incremental innovation strategy to continuously evaluate students' user experience, promoting changes to maintain their emotional connections to Descomplica.	Pg 18
A "autonomia" percebida pelos estudantes não seria própria de cursos on-line?	Sim, é uma das características centrais das plataformas tecnológicas de serviços on-line. Com a inclusao do parágrafo solicitado na 2a questão, este ponto fica mais claro	The research problem emerged from the curiosity provoked by intriguing questions. As a technology intermediary Descomplica seemed to be designed to provide, at affordable prices, online educational content to students when they want, in any place and without delay, focusing its value proposition on autonomy (Kim, Park & Lee, 2019, p.227).	pg 5, 2nd paragraph

Continues

Question	Answer	trecho adicionado	Posição no texto
O "propósito" último de qualquer organização que se preste a ofertar seus serviços de educação no ensino médio não é aprovar seus alunos em exames para ingresso no curso superior?	Do ponto de vista da Educação, o objetivo da grande maioria das escolas de qualidade é formar cidadãos ou cidadãs, inclusive do ponto de vista da ética. Passar nos exames de qualificação é uma consequência da boa educação, não o objetivo principal. Este posicionamento pode ser visto na linha pedagógica das escolas construtivista ou montessoriana. Na verdade, o currículo de ensino médio é considerado um campo de forças entre a orientação para avaliações externas e a formação de sujeitos dotados de capacidade crítica. Desde o inicio da pesquisa deixamos claro que, por se tratar de uma pesquisa no campo de administração, não iríamos nos aprofundar nesta discussão. No caso do Descomplica, este objetivo está na sua gênese. O que nos desafiamos foi discutir em que medida uma possível estratégia de ressignificação (meaning), consciente ou não, da educação feita pelo Descomplica atende aos objetivos, percebido pelo processo de subjetivação dos estudantes, como demandas associadas à nova economia (o que quer que isso signifique), aos objetivos instrumentais de formação trabalhadores para o mercado de trabalho na gig economy. De qualquer forma, deixaremos isso mais claro na discussão. O paragrafo que incluímos na questão 16 também esclarece este ponto	We collect evidences that the meaning innovation aims at producing a self-reliant epiphany feeling by using a ludic - almost naïve – communication strategy to connect to students' emotions. Descomplica' meaning strategy it is rooted to its founder vision to democratize education, but the narratives and documents collected to analyze the case did not evidence thee intention to develop students' critical thinking regarding business-as-usual assumptions. As it recent decision to offer undergraduate and postgraduate regular courses suggest, Descomplica's business model seemed to be designed to answer the meritocracy battle of contemporary capitalism by teaching the capabilities demanded by the market. It is also clear that, as EdTech acting also in regulated markets, Descomplica Leveraged the potential to promote disruptive innovation in the education sector. Even though meaning innovation, in the sense in the sense attributed by Verganti (2013), proved to be effective from the point of view of Descomplica's strategic interests, it cannot be considered a radical innovation in the sense attributed by SOI studies.	

Question	Answer	trecho adicionado	Posição no texto
Na medida em que o estudante é admitido em um exame (independente da escola que contribuiu para o sucesso), isso gera uma expectativa de transformação em sua vida e, muitas vezes, na melhoria da qualidade de vida. Logo, em que a organização estudada difere das demais no que diz respeito a isto?	Difere pelo fato de que, em alguns casos identificados na pesquisa de campo, a educação nas escolas tradicionais,acessiveis aos extratos mais privilegiados da sociedade, não levariam aos resultados obtidos e não produziriam uma conexão emocional com o provedor do serviço. O que exploramos é o tipo de expectativa gerada, como ela é percebido ou significada, o que, e como, o Descomplica se comunica com os estudantes. Acreditamos que, com os trechos adicionados nesta revisão, esta questão ficará mais clara.	We collect evidences that the meaning innovation aims at producing a self-reliant epiphany feeling by using a ludic - almost naïve – communication strategy to connect to students' emotions. Descomplica' meaning strategy it is rooted to its founder vision to democratize education, but the narratives and documents collected to analyze the case did not evidence thee intention to develop students' critical thinking regarding business-as-usual assumptions. As it recent decision to offer undergraduate and postgraduate regular courses suggest, Descomplica's business model seemed to be designed to answer the meritocracy battle of contemporary capitalism by teaching the capabilities demanded by the market.	pg 28 & 29
mas não esclarece em que e como as reflexões sobre as evidências avançam no que já está presente na atual literatura que embasa as temáticas desenvolvidas. Sugiro, portanto, incluir argumentos que conduzam a sanar estas deficiências, bem como apresentar as limitações do estudo e sugestões para futuras pesquisas.	ok. Os trechos adicionados ajudam a esclarecer esta questão.	The evidence collected in the discussion advances what is already present in the current literature on technological innovation enabled by digitization, presently called digital transformation, analyzing it from the theory and practice of meaning innovation. This interdisciplinary approach allowed investigating the development of subjectivities due to the virtualization of production and exchange relationships that resulted from the disruptive innovations triggered by online platforms education services, an interwoven identified as a gap in the investigated scientific literature. 5.1. Suggestions for Future Research: Socio-technical systems address the co-evolution of social behavior and technological artifacts. Presently, this co-evolution is strongly influenced by the advancement digital transformation. Some evidences obtained in this study do show a potential influence of such changes in education. Therefore we suggest some questions to be treated in future studies. Would the model applied by Descomplica be a sign of the necessity to reevaluate the meaning of education for young students? Future studies, by using the insights obtained in this survey, could validate this relationship with a quantitative survey, using larger sample of students. Could Descomplica be showing the possibility online education platforms going beyond the teaching capabilities guided by the demands of the job market, but also to induce critical thinking? Therefore, it is critical to research Descomplica educational content to evaluate if students, mainly from low income strata, will be able to apply for the scarce, segmented, selective job market. Evidence suggests that meaning strategy in DT is still firm-centered. As such, meaning can change users' subjectivity without changing business-as-usual assumptions. Thus, does DT theory also need to reframe the meaning of meaning construct, including the ethical dimension of sustainability challenges? The triangulation of evidences obtained by the application of others innovations theoretical framework, such as paradigmatic innovation or SOI, can help to deepen the study of these issues.	pg 30

The authors' responses to the comments of Reviewer 2 for this round were omitted from this report, since the reviewer did not authorize the disclosure of his/her report.

ROUND 2

Reviewer 1 report

Reviewer: Andre Gustavo Carvalho Machado
Date review returned: June 08, 2020
Recommendation: Accept

Comments to the authors

Evidencia-se que os autores tenham se esforçado para atender às sugestões apresentadas na versão inicial. Chamo a atenção apenas para a necessidade de melhorar a qualidade do texto que esclarece as motivações para o empreendimento da pesquisa. Na página 75, linha 12, os autores destacam que o problema de pesquisa emergiu de questões intrigantes. Todavia, não são apresentadas quaisquer questões no mesmo parágrafo, tampouco no parágrafo seguinte, mas sim reflexões dos autores a respeito do comportamento da organização em relação ao mercado. Apenas na página 76, linha 17, os autores apresentam, por meio da literatura, alguma lacuna teórica.

Additional Questions:

Does the manuscript contain new and significant information to justify publication?: Yes

Does the Abstract (Summary) clearly and accurately describe the content of the article?: Yes

Is the problem significant and concisely stated?: No

Are the methods described comprehensively?: Yes

Are the interpretations and conclusions justified by the results?: Yes

Is adequate reference made to other work in the field?: Yes

Is the language acceptable?: Yes

Does the article have data and / or materials that could be made publicly available by the authors?: Yes

Please state any conflict(s) of interest that you have in relation to the review of this paper (state "none" if this is not applicable).: Não há conflito de interesses

Rating:
Interest: 2. Good
Quality: 2. Good
Originality: 2. Good
Overall: 2. Good

Authors' Responses

Uma nova versão está sendo submetida em resposta às recomendações do revisor

Reviewer 1	Question	Answer	Text added
1	Na página 75, linha 12, os autores destacam que o problema de pesquisa emergiu de questões intrigantes. Todavia, não são apresentadas quaisquer questões no mesmo parágrafo, tampouco no parágrafo seguinte, mas sim reflexões dos autores a respeito do comportamento da organização em relação ao mercado	OK. The paragraphs at page 75 where rewrite in order to add 3 questions	The research problem emerged from the curiosity provoked by intriguing questions. As others technology intermediaries, Descomplica could have been designed to provide, at affordable prices, online educational content to students when they want, in any place and without delay, focusing its value proposition on autonomy (Kim, Park & Lee, 2019, p.227), even adopting adopting some characteristics of gig platforms regarding labor relationships, such as freelancer teachers or on demand content producers (Vallas & Schor, 2020). Therefore, how could Descomplica, even though it was a virtual platform, declare to be different from other educational technology intermediary because it develops new languages in order to connect teachers with students' needs and emotions? Could Descomplica's narrative be designed - once "the more a platform's value proposition hinges on social interactions, the more important it is to provide expressive trust cues" to customers (Hesse et al., 2020, p.5146) - to fill student's expectations regarding the capabilities demanded by job markets in contemporary capitalism, such as meritocracy, entrepreneurship, freelancing and project-based work skills (Ratten & Usmanij, 2020), by-passing, as is usual in technology intermediaries (Frenken et al., 2018), federal regulations regarding curriculum content? Finally, can Descomplica, given its flexibility, agility and reach, impose serious threats to regulated education institutions, as with other startups that emerged from digital transformation?
Associate Editor			
1	Recomendo aos autores que sigam as orientações aos autores adotadas pela RAC: formato do artigo, padrão das ilustrações, entre outros aspectos formais.	Ok. Os padroes foram rechecados e o artigo foi formatado de acordo com as regras da RAC	Ao longo de todo o artigo
2	É importante atenção especial ao modelo de resumo/abstract que a RAC emprega	OK. O resumo e o abstract foram colocados no novo modelo da RAC	Pgs 1 e 2
3	Além disso, tendo em vista a intenção de alcançar padrão profissional dos artigos publicados, sugiro aos autores que procurem um serviço de ilustração, e confiram uniformidade profissional às figuras utilizadas	Ok. As figuras foram uniformizadas e estao de acordo com o padrao profissional das figuras que encontramos em outros artigos da RAC	Ao longo de todo o artigo
4	uma revisão minuciosa para garantir que não haja typos, e assegurar a fluidez do texto seria contributiva.	ok. Foi feita uma revisao minuciosa com apoio de um tradutor profissional. Com vistas a dar mais fluidez e consistencia ao texto, varios paragrafos foram reescritos, mas sem comprometer o texto em avaliaçao. Dentre estas mudanças, optou-se por reescrever a pergunta de pesquisa, já que, na redacao em analise, a pergunta tem uma resposta do tipo "sim" ou "nao", o que nao era o objetivo da pesquisa.	Ao longo de todo o artigo